ED 339 790 AA 001 220

Resources in Education (RIE). Volume 27, Number 5.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 92
LANGUAGE- English
EDRS Price- EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 339 791 CE 049 271

Torres, Cresencio
Language System Diagnostic Test. From Theory to Practice.
PUB DATE- 87
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Journal Articles (080)
DESCRIPTORS- *Adult Basic Education; Aural Learning; *Diagnostic Tests; Kinesthetic Perception; *Language Acquisition; *Language Processing; *Learning Modalities; Visual Learning
IDENTIFIERS- *Language System Diagnostic Test

This 25-item test is intended to help educators identify whether students process language primarily through auditory, visual, or kinesthetic means. In the first five sections of this 9-minute test, students are instructed to read five 3-paragraph sets and select the paragraph in each set that is easiest for them to read. In questions 6 through 15 they are asked to do the same thing for sets of individual words, and in questions 16 through 25 they are asked to select the word clusters that they consider to be the easiest to read. A scoring key, categorizing each response as indicative of preference for auditory, visual, or kinesthetic language learning, is included. (MN)

ED 339 792 CE 049 517

Van Steenwyk, Ned

ED 339 811 CE 053 055

Robinson, Ward R.
Homestead and Gardening Skills. A Guide for Providing Instruction for 11th and 12th Grade Students Enrolled in North Carolina's Secondary Schools and Vocational Education Competency Test-Item Bank. Agricultural Education.
PUB DATE- 86
NOTE- 241p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agribusiness; *Agricultural Education; *Agricultural Engineering; *Agricultural Skills; *Competency Based Education; High Schools; Item Banks
IDENTIFIERS- Future Farmers of America; *Gardening; *Homesteading; North Carolina

This document consists of a teacher's guide for a competency-based course on homestead and gardening skills designed for North Carolina's 11th- and 12th-grade students, and a list of competency test items applicable to the course. The teacher's guide contains course specifications, a list of competency statements, a sheet describing each unit of instruction, and a 161-item bibliography. The units cover general concepts in agriculture and agribusiness; Future Farmers of America activities and a supervised occupational experience program through home, school, and community resources; homestead planning; homestead and gardening mechanics; home safety; and home gardens. The test item bank contains true/false items, matching items, multiple choice items, ranking items, short answer items, fill-in-the-blank items, essay questions, drawing projects, and field demonstration projects. All items are cross-referenced to competencies in the homestead and gardening skills course. Answers are provided for all objective items; for other items, teachers are advised to develop such devices as observational checklists. (CML)

ED 339 812 CE 053 118

Statistics of Louisiana Adult Education Programs. Bulletin 1770.
PUB DATE- 86
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Adult Basic Education; Adult Education; *Adult Literacy; Adult Programs; Basic Skills; *Enrollment Rate; Federal Aid; Functional Literacy; *Literacy Education; State Aid
IDENTIFIERS- *Louisiana

This document contains charts and tables that describe illiteracy and education (particularly adult education) in Louisiana. A few statistics are given in narrative form at the end of the document. The headings on the tables and charts are as follows: Decreasing Illiteracy in Louisiana (1960-1980); Decrease in the Number of Illiterates and Functional Illiterates (1960-1980); Number of Adults Enrolled in the Louisiana Adult Education Program (1951-1985); Persons Completing High School through the Adult Education Program (1950-60 to 1980-85); Number of Adult Graduates from the Louisiana Adult Education Program (1951-1985); Funds Provided by State and Local Sources for Louisiana

ED 339 831 CE 059 720

Assisting Dislocated Workers: Alternatives to Layoffs, and the Role of the Employment Service under the Economic Dislocation and Worker Adjustment Assistance Act (EDWAA). Special Report Number 30.
PUB DATE- Oct 91
NOTE- 117p.; For a related report, see CE 059 719.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Agency Role; *Dislocated Workers; *Employment Programs; *Employment Services; Federal Aid; Federal Legislation; Federal Programs; *Job Layoff; Program Effectiveness; Public Policy; State Programs; Unemployment; Unemployment Insurance
IDENTIFIERS- *Economic Dislocation Worker Adjust Assist Act 1988; *Employment Service

This report addresses two concerns of Congress: ways to reduce layoffs and the effectiveness of programs to assist dislocated workers. Section I discusses the reasons for layoffs, economic conditions of the 1980s that led to layoffs, and public policy responses to worker dislocation. Section II describes alternatives to layoffs: short-time compensation programs; state-financed, workplace-based retraining programs; and flexible pay arrangements. Section III describes three federal programs to assist dislocated workers that existed before the Economic Dislocation and Worker Adjustment Assistance Act (EDWAA): the Employment Service, Trade Adjustment Assistance, and programs under Title III of the Job Training Partnership Act. Section IV describes EDWAA, the way EDWAA changed Title III program administration and operation, the ways in which the Trade Act was amended in 1988, and the Worker Adjustment and Retraining Notification Act of 1988. Section V discusses how EDWAA is operating. Particular focus is on the role of the Employment Service in providing services to dislocated workers under EDWAA. Section VI on lessons learned from the 1980s reviews the effects of various factors on dislocated workers' re-employment, such as: unemployment rate, advance notification, rapid intervention by the ES and dislocated worker programs, and types of services offered by dislocated worker programs. Appendixes include 31 endnotes, a list of officials contacted, a glossary, and a 74-item bibliography. (YLB)

ED 339 832 CE 059 731

Phelps, L. Allen, Ed.; Thurston, Paul W., Ed.
Public-Private Sector Collaboration in Education: Implications for Research, Policy, and the Education of Professional Educators. Proceedings of the Annual Rupert N. Evans Symposium (10th, Urbana, Illinois, May 2-3, 1989).
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.; National Center for Research in Vocational Education, Berkeley, CA.
PUB DATE- 89
NOTE- 157p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Business Responsibility; Community Colleges; Continuing Education; Coordination; Corporate Support; Economic Development; *Educational Cooperation; Educational Improvement;

ED 339 849 CE 059 771

Cope, Robert; Sherr, Lawrence
Total Management for Organisations: Concepts and Tools. A Handbook for Tertiary Education.
PUB DATE- 91
NOTE- 85p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Business Administration Education; Continuing Education; *Decision Making; *Educational Administration; Foreign Countries; Higher Education; *Management Development; Management Systems; Organizational Effectiveness; Organizations (Groups); *Planning; Quality Control
IDENTIFIERS- Australia; *Strategic Planning; *Total Quality Management

This publication offers suggestions for improving management so that organizations, especially further education institutions, will be more effective. The conceptual bases for the book are three "tool chests": strategic thinking, speedy decision, and total quality improvement. Chapter 1 clarifies strategic planning and provides case examples that illustrate both good and less effective practices. Focus is on additional variations of practice, information, and environmental scanning. Each topic is designed to contribute to a greater depth of understanding and to promote skill in the application of the concepts. Chapter 2 offers evidence of and guidelines for speedier decision making from research, case studies, and quotations. It contains principle-level prescriptions and operational specifics. The discussion is structured around six action principles. Best-in-class examples from leading firms that provide ideas or models for educational organizations illustrate the principles in use. Action principles are given practical expression by quotations, quick starts that are short range and simple, and first steps that are longer range and complex. Chapter 3 contains an edited version of a conference address, "Is There a Better Way to Manage Higher Education?" (Lawrence Sherr), which is a statement on total quality improvement. Eleven references are listed. (YLB)

ED 339 850 CE 059 772

Foyster, John
Getting to Grips with On-the-Job Competencies.
SPONS. AGENCY- Australian Dept. of Employment, Education and Training, Canberra.
PUB DATE- 91
NOTE- 64p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Competency Based Education; Employment Qualifications; Foreign Countries; *Job Performance; *Job Training; *Personnel Evaluation; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- *Australia

ED 339 868   CE 059 807

Arrington, Larry R., Comp.
Agricultural Education Research for Changing Times. Proceedings of the Annual National Agricultural Education Research Meeting (18th, Los Angeles, California, December 6, 1991).
PUB DATE- 6 Dec 91
NOTE- 348p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; Agribusiness; *Agricultural Education; Agricultural Occupations; Behavior Modification; Competence; Coping; Counseling Techniques; Daily Living Skills; Degrees (Academic); Educational Experience; Elementary Secondary Education; Employment Experience; *Enrollment Influences; Extension Education; Family Characteristics; Geographic Location; Grade 8; Grade 11; Grade 12; Higher Education; High School Graduates; *Inservice Teacher Education; Job Satisfaction; Labor Turnover; Leadership; Performance Factors; Skill Development; Stress Variables; Teacher Certification; Teacher Effectiveness; Teaching Experience; Teaching Methods; Values; *Vocational Education
IDENTIFIERS- Illinois; Michigan; Nebraska

Selected titles among the 39 presentations are as follows: "Historical Study of Turnover among Cooperative Extension System Directors and Administrators" (Clark et al.); "Educational Orientation and Job Satisfaction of Extension Field Staff in Michigan" (Suvedi); "Teaching Styles and Teaching Effectiveness" (Barrett); "Relationships between Teaching Performance and the Selected Variables of Teaching Longevity and Performance on Required Teacher Certification Examinations" (Jewell); "Changing Teaching Effectiveness Behaviors through In-Service" (Barrett); "A Counseling Tool for Careers in Agriculture" (Bennett et al.); "Careers in Agriculture as Perceived by High School Juniors and Seniors" (Krueger, Riesenberg); "Factors and Persons Influencing High School Students To Enroll in Vocational Agriculture Programs" (Luft, Giese); "Agricultural Education Graduates" (Muller, Miller); "Competency, Coping, and Contributory Life Skills Development of Eighth Grade Youth" (Miller, Bowen); "Perceptions of Agribusiness Leaders toward Agricultural Education in Nebraska" (Dillon, Blezek); "Perceived Components Needed in Programs of Agriculture" (Brown, Stewart); "A Comparison of Native and Transfer Undergraduate Agriculture Students" (Johnson et al.); "A Structure for a Research Agenda for Agricultural Education" (Buriak, Shinn); "Early Agricultural Education Teacher Education 1900-1917" (Hillison, Herren); "The Undergraduate Preparation of Agricultural Education Teachers" (Oliver et al.); "Who Should Be Responsible for Coordinating, Delivering, and Funding Preservice Vocational Teacher Preparation Programs?" (Hughes, Barrick); "International Dimensions of Agricultural Education Programs throughout the United States and Its Territories" (Sabella et al.); "Effectiveness of a State Agriculture in the Classroom Program" (Herren, Oakley); "Differences on Computing Anxiety, Efficacy and Utility Perceived by Freshman" (Sutphin); "Factors Preventing Microcomputer Use among Secondary Agriculture Education Teachers in the United States" (Fletcher, Deeds); "Self-Perception of Gender Bias among Women Agriculture Teachers" (Foster et al.); "Factors Related to Teaching Style Preference of Ohio Cooperative Extension Service Faculty and

ED 339 886 CE 059 836

Dougherty, Barbara B.
Single Parents, Homemakers, Displaced Homemakers: A Study of Program Needs, Services, and Activities.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- Oct 90
NOTE- 142p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adult Education; Ancillary School Services; *Displaced Homemakers; *Educational Needs; Educational Planning; Employment Problems; Females; *Homemakers; Job Training; *Needs Assessment; Nontraditional Occupations; *One Parent Family; Participant Characteristics; Program Development; State Surveys; Statewide Planning; Technical Institutes; Two Year Colleges; Unemployment; Vocational Education; *Womens Education
IDENTIFIERS- *Wisconsin

A study assessed the needs of Wisconsin single parents, homemakers, and displaced homemakers and identified barriers they encounter in obtaining education, training, and employment. A total of 770 new participants from 15 vocational/technical colleges responded to the written survey; 335 responded to the program completers' survey; 15 lead staff completed the staff survey; 43 individuals completed the All Staff surveys; and 7 program participants were interviewed on site. Program staff were interviewed at three locations. Of the educational activities presented in the needs assessment, over half of the new participants indicated needs in all areas. Strongest needs were for career assessment, career planning, counseling, financial support, and training for job skills. Overall, age, ethnicity, community size, and participant category somewhat influenced activities and services needed. Fear of failure was by far the major barrier to program participation. Over half of the program completers indicated needs in all areas of educational activities and services. Programs determined participants' needs in various ways. A wide range of educational activities and support services were available and addressed the broad range of needs participants indicated. Better links with community organizations and better communication within and outside institutions were recommended. (The text contains 70 tables. Appendixes include 17 additional tables and instruments.) (YLB)

ED 339 887 CE 059 843

Skills for Life. Teacher's Resource Materials.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Vocational Programs.
PUB DATE- 92
NOTE- 165p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Behavioral Objectives; Classroom Techniques; Course Content; Crime; Crime Prevention; Criminal Law; Curriculum Guides; *Daily Living Skills; Educational Resources; *Employment Potential; Family

ED 339 904 CE 059 867

Education for Employment. A Follow-up of 1987-1988 Suggestions and Recommendations. ICoVE's 1989-1990-1991 Report.
PUB DATE- 91
NOTE- 115p.; For related documents, see ED 338 821 and CE 059 866-870.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Agency Cooperation; Consumer Education; *Cooperative Programs; Coordination; Correctional Education; *Delivery Systems; *Education Work Relationship; Home Economics; *Job Training; Labor Force; Performance Factors; Postsecondary Education; Poverty Areas; Private Sector; Program Development; Regional Cooperation; Secondary Education; Services; Sex Stereotypes; Special Needs Students; State Standards; Technological Advancement; *Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; *Illinois; *Job Training Partnership Act 1982

This 3-year follow-up report describes actions taken by the Illinois Council on Vocational Education (ICoVE) during 1989, 1990, and 1991. It addresses the 140 suggestions and 29 recommendations of 12 technical reports (spanning 1987 and 1988) related to education for employment. Recommendations from 1987-88 and follow-up actions are reported on the following topics: advice to the private sector; targeted populations; quality vocational education; academic foundations and application of technology; sex-role stereotyping; preparing and maintaining workers; serving economically depressed areas; support services for students; consumer and homemaking education; Job Training Partnership Act (JTPA) 8 percent funds; adequacy and effectiveness of JTPA; and correctional education. The following recommendations are made: (1) establish performance standards; (2) retrain, upgrade, and maintain the work force; (3) provide services for special populations and improve program access; (4) identify program service needs; (5) facilitate preparation for work; and (6) identify private sector commerce, industry, and labor needs for education and job-specific preparation. ICoVE membership list is included. (NLA)

ED 339 905 CE 059 868

Private-Sector Involvement. A Follow-up of 1987-1988 Suggestions and Recommendations. ICoVE's 1989-1990-1991 Report.
PUB DATE- 91
NOTE- 50p.; For related documents, see ED 338 821 and CE 059 866-870.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Agency Cooperation; *Cooperative Programs; Coordination; *Delivery Systems; *Education Work Relationship; Job Training; Labor Force; Performance Factors; Postsecondary Education; *Private Sector; Program Development; Regional Cooperation; Secondary Education; Special Needs Students; State Standards; *Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; *Illinois; Job Training Partnership Act 1982

ED 339 923 CE 059 909

What Price Quality? Vocational Funding...The Formula...The Reality...The Vision. Biennial Evaluation Report.
PUB DATE- Nov 90
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Education; Educational Finance; *Educational Improvement; Educational Legislation; Educational Philosophy; *Educational Policy; *Education Work Relationship; High Risk Students; Integrated Curriculum; Policy Formation; Program Costs; Public Schools; School Districts; Secondary Education; *State Legislation; *State Programs; Technical Education; Technological Advancement; *Vocational Education
IDENTIFIERS- *Alaska; Technology Education

The Alaska Governor's Council reviewed audited reports submitted by local school districts and other reports supplied by the state Department of Education and held discussions with vocational education administrators across the state to determine what happened to vocational education during the 1980s and to make recommendations for the future. The study found the following: (1) fewer secondary students have enrolled in vocational education programs since 1987; (2) expenditures for vocational education programs have declined for the last 4 years; (3) vocational expenditures have decreased as a percentage of the total amount expended for education; and (4) school districts have not adhered to the "added cost" tenets under the public school foundation program, leaving vocational education underexpended. Policy recommendations were as follows: (1) Alaska should adopt a policy that all high school graduates be prepared for immediate employment and/or postsecondary education; (2) high school students should have a year (grade 13) to complete a vocational program after high school; (3) academic and vocational skills should be integrated in the state's high school curriculum; (4) technology education programs should be expanded to grades 7 and 8; (5) categorical expenditures for vocational education should be made mandatory; and (6) the state should provide grants to school districts to provide programs for at-risk youth. (Estimated costs for implementing each of these policy initiatives are provided. An appendix lists critical skills, values, attitudes, and competencies and 11 resources.) (KC)

ED 339 924 CE 059 910

Job Training Partnership Act. Racial and Gender Disparities in Services. Report to the Chairman, Legislation and National Security Subcommittee, Committee on Government Operations, House of Representatives.
PUB DATE- Sep 91
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Blacks; *Federal Programs; *Females; *Job Training; Minority Groups; Nontraditional Education; Nontraditional Occupations; Postsecondary Education; *Racial Discrimination; *Sex Discrimination
IDENTIFIERS- *Job Training Partnership Act 1982

The services provided to various demographic groups under the Job Training Partnership Act (JTPA) were reviewed to determine the

ED 339 941 CG 023 842

Reporting Child Abuse & Neglect in Alaska. Information for Medical and Health Personnel.
PUB DATE- 91
NOTE- 16p.; For other guides in this series, see CG 023 843-845.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Child Abuse; *Child Neglect; Health Personnel; Hospital Personnel; *Legal Responsibility
IDENTIFIERS- *Alaska; *Child Abuse and Neglect Reporting

Alaska law requires that medical and health personnel report known and suspected child abuse and neglect. No one is more likely to see indicators of abuse and neglect than medical and other health-related personnel. Such indicators can include broken bones, bruises, malnutrition and other effects of neglect, infections, and other signs of sexual abuse. Contrary to what people may think, a person who abuses a child is usually not someone with a severe psychiatric disorder. In many instances, a person who abuses is a normal person whose stress levels have reached a crisis point. Medical and health personnel often are in a position to talk to a child, to gain trust, and thereby get insight into what the child may be facing. Medical and health personnel also have the opportunity to observe and talk with parents and other family members, which can provide an overall picture of the family and some of the problems they may be having. Administrators of hospitals and other medical institutions have the responsibility to report known and suspected abuse and neglect. They should make sure that their staffs are aware of the indicators of abuse and neglect. The legal obligation of medical and health personnel to report known and suspected child abuse and neglect takes precedence over the Hippocratic Oath and other professional codes. (Further information is given for diagnosing and reporting neglect.) (LLL)

ED 339 942 CG 023 843

Reporting Child Abuse & Neglect in Alaska. Information for Early Childhood Personnel.
PUB DATE- 91
NOTE- 15p.; For other guides in this series, see CG 023 842-845.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; *Child Abuse; Child Caregivers; *Child Neglect; *Early Childhood Education; *Legal Responsibility; Teachers; *Young Children
IDENTIFIERS- *Alaska; *Child Abuse and Neglect Reporting

Alaska law requires that licensed day care providers, paid day care staff, school teachers, or school administrative staff report known and suspected child abuse and neglect. At least two-thirds of all reported abuse happens to children under the age of three. For that reason alone, the role of the early childhood program staff takes on great significance. The potential for putting an end to abuse or neglect before it becomes too deeply entrenched in the family's patterns is very real. The schools have a unique role in the identification of

ED 339 960 CG 023 862

Leach, Joyce F.
High School Seniors' Perceptions of the High School Counselor: A Replication.
PUB DATE- 5 May 91
NOTE- 104p.; M.S. Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Counseling Services; Counselor Client Relationship; High Schools; *High School Seniors; School Counseling; *School Counselors; *Student Attitudes
IDENTIFIERS- Colorado

Counseling is multifarious in scope: it means different things to different people. This study attempted to replicate James Hoffman's 1989 study, which investigated high school seniors' perceptions of the high school counselor. Independent variables were gender, size of high school, number of counselor visits, grade point average, and post-high school plans. The dependent variables were scores from the following components of a questionnaire pertaining to counselor services: career, education, personal, social, administrative, and composite functions. The sample consisted of 341 eastern Colorado high school seniors. Five hypotheses were tested using a three-way analysis of variance. Of the 108 comparisons, 30 were for main effects and 78 for interactions. The results indicated the following: (1) participants who visited the counselor more frequently reported greater comfort talking with the counselor; (2) participants from the largest school district reported greater comfort talking with the counselor; (3) post-high school plans were not associated with student comfort talking with the counselor; (4) gender was not associated with student comfort talking with the counselor; and (5) grade point average was not associated with the student comfort talking with the counselor. Interaction effects existed between: gender and grade point average for career, education, personal, social, administrative, and composite functions; number of counselor visits and size of school for career and administrative functions; gender and size of school for career function; and grade point average and post-high school plans for education for educational function. (Author/LLL)

ED 339 961 CG 023 863

Salm, Don
Legislation on Sexual Assault Laws. Wisconsin Legislative Council Report No. 4 to the 1991 Legislature.
PUB DATE- 7 May 91
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Criminals; *Incest; *Rape; *Sexual Abuse; *State Legislation
IDENTIFIERS- *Wisconsin

This document contains a report on four Senate bills from the Wisconsin Legislature concerned with sexual assault. Part I of the report describes key provisions of the four bills: (1) 1991 Senate Bill 178, which codifies a 1987 Wisconsin Supreme Court decision on excluding certain persons from preliminary examinations in criminal sexual assault cases and revises

ED 339 980 CG 023 893

Hughes, Gwendolyn Morrison
Criteria for Determining the Effectiveness of Shelter Programs for Battered Women.
PUB DATE- 90
NOTE- 21p.; Paper presented at the Annual Meeting of the American Public Health Association (118th, New York, NY, September 30-October 4, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Battered Women; Behavior Change; *Community Programs; *Family Violence; Interpersonal Relationship; Program Effectiveness
IDENTIFIERS- *California

According to the California State Department of Justice there were 182,000 reported cases of domestic violence in 1988 that required police intervention. This descriptive study, an explorative evaluation survey, examined 47 shelter programs in California to determine what components are essential to a shelter's effectiveness in facilitating lasting change in learned-helplessness behavior and ending a woman's involvement in a battering relationship. The study examined 188 categorical and continuous variables, including those identified in the literature as necessary components of shelter programs for battered women. Descriptive analyses revealed seven proposed essential criteria for determining a shelter program's effectiveness: (1) the philosophical framework advocates the elimination of domestic violence and the empowerment of women and the actual stay in the shelter approximates the minimum time required for lasting behavior change to occur; (2) the organization has a mission statement and clearly defined philosophy and goals that can be operationalized; (3) the shelter program includes a strong health education component that begins with an examination of one's value system; (4) the shelter program includes provisions for a measurement of changes in beliefs, attitudes, and self-image; (5) when the philosophical framework of an organization advocates the elimination of domestic violence, provisions for addressing the behaviors of the batterer; (6) sustained contact with former residents regardless of length of stay; and (7) provisions for ascertaining an accurate and current recidivism status of former residents. (LLL)

ED 339 981 CG 023 894

Students Against Tobacco. A School Resource Guide.
SPONS. AGENCY- Texas Cancer Council.
PUB DATE- 90
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adolescents; Advocacy; Health Activities; Health Education; Health Materials; Health Promotion; High Schools; High School Students; Prevention; *Smoking; *Tobacco
IDENTIFIERS- *Students Against Tobacco TX

Most smokers begin smoking as teenagers. The younger teenagers are when they start smoking, the more likely it is they will

ED 340 001 CS 010 781

Siegel, Donna Farrell; Hanson, Ralph A.
Prescription for Literacy: Providing Critical Educational Experiences. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; Extracurricular Activities; Family Involvement; National Surveys; Parent Participation; Preschool Education; *Reading Achievement; Reading Research; *Student Characteristics; *Student Development; *Student Needs
IDENTIFIERS- Educational Issues; ERIC Digests

Two national studies hae recently confirmed that specific kinds of educational experiences provided for children by both parents and teachers, from preschool through high school, can make a significant difference in their reading ability as young adults. Both studies analyzed data gathered from 3,959 high school students in 24 school districts across the United States. The Kindergarten Reading Follow-up (KRF) study examined long-term effects on children of being taught to read in kindergarten. The Reading Development Follow-up (RDF) study sought to identify specific kinds of experience that fosters high levels of reading achievement in high school seniors. The results of these two policy studies provide parents, educators, and policy makers with some straightforward guidelines for cultivating literacy development. The implications are clear: students who are provided with more of these specific kinds of experiences across their development will have higher reading achievement levels as young adults than those who have less. (RS)

ED 340 002 CS 010 782

Hayes, Bernard L., Ed.; Camperell, Kay, Ed.
Literacy: International, National, State, and Local. Yearbook of the American Reading Forum, Volume XI.
SPONS. AGENCY- Utah State Univ., Logan. Coll. of Education.
PUB DATE- 91
NOTE- 260p.; For volume X, see ED 326 856.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Computer Literacy; Cross Cultural Studies; Educational Technology; Foreign Countries; *Instructional Improvement; *Literacy; Reading Programs; Reading Research; *Reading Strategies; *Reading Writing Relationship
IDENTIFIERS- Cultural Literacy; Educational Issues

This book contains papers which consider literacy issues at all levels from preschool to reading and the aging. The book includes discussions of cultural literacy, computer literacy, the reading/writing connection, adult basic literacy, measurement of reading and writing, special reading programs, and reading research. The following papers are included: "Second-Language Literacy: Functional Competence for the Future (Susan Jenkins); "Assessing Teachers' Knowledge of Multi-Ethnic Literature" (Deborah L. Thompson and Jane Meeks Hager);

ED 340 021 CS 213 090

O'Rourke, Anne; Philips, David
Responding Effectively to Pupils' Writing. Writing Research Report No. 2.
SPONS. AGENCY- New Zealand Dept. of Education, Wellington.
PUB DATE- May 89
NOTE- 274p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Environment; Classroom Research; Elementary Secondary Education; Foreign Countries; *Teacher Effectiveness; Teacher Student Relationship; Writing Evaluation; Writing Improvement; *Writing Instruction; Writing Research
IDENTIFIERS- New Zealand; Process Approach (Writing); Writing Conferences

A study (part of the New Zealand Writing Project) investigated how teachers respond effectively to their students' writing. Several related issues were investigated, including whether "good" teachers of writing at various levels differ in approach and techniques used, and which practices bring about improvement at different ages. Twenty-four teachers (approximately five each from five grades across primary and secondary levels) chosen through a several-stage selection process were closely observed in action over a school term, and transcripts, school schemes, observation notes, and samples of writing were collected. All classroom activity from the initiation of a writing task through to its completion, including teacher feedback on the final written outcome, was observed. Data were analyzed into the following categories: (1) teachers' views of or approaches to writing; (2) classroom management; (3) the writing process; (4) conferencing techniques; (5) publication; (6) evaluation; and (7) assistance and intervention. Results organized according to these categories are discussed in detail for each of the five primary or secondary levels studied. It is concluded that all the teachers shared a considerable similarity in emphasis in the positive way they responded to their pupil's writing, but that further research is needed, particularly on the problems that occur in relation to the teaching and learning of writing when pupils transfer from teacher to teacher, from class to class, from school to school, and from one sector of the education system to another. Seventeen references are dispersed throughout the report. Eight appendixes include interview questions, background information and questionnaire, classroom observation guide, student observation record, supplementary questions for classroom observation guide, additional items of information for participants, summary sheet, and a list of teachers observed. (SR)

ED 340 022 CS 213 092

Pytlik, Betty P.
Pedagogy in the Teaching of Journalistic Writing.
PUB DATE- Nov 91
NOTE- 8p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (81st, Seattle, WA, November 22-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

ED 340 042 CS 213 126

Rosaen, Cheryl L.; Cantlon, Danise J.
Coherence in Literature-Based Thematic Units. Elementary Subjects Center Series No. 53.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 91
NOTE- 37p.; Small print in the appendix may affect legibility.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Class Activities; *Coherence; Educational Research; Elementary Education; *Literature Appreciation; *Reading Writing Relationship; Teaching Methods; *Thematic Approach; *Units of Study; *Whole Language Approach

A study was conducted to analyze and compare two elementary literature-based thematic curriculum units. A broad set of framing questions developed by a team of researchers representing six subject areas was used with a particular focus on the extent to which the two units would likely promote understanding and appreciation of literature and the extent to which writing was used to enhance such understanding and appreciation. Each unit was examined for its coherence, which included appraisal of the theme's potential, how the theme was developed throughout the unit to enhance and support literary understanding and appreciation, the kind of knowledge promoted, and the ways in which activities and writing assignments were complementary. Results showed that: (1) because the "Survival Tales" focus unit discussions and writing activities, it fosters a deeper understanding of the literature than does the "On the Edge" basal unit whose theme is not developed as coherently; and (2) the "Survival Tales" focus unit structure provides multiple opportunities for interaction using the four language modes in authentic reading and writing tasks, giving students a chance to make personal, social, and academic/metacognitive connections. Results indicated that teachers need to choose resources for literature-based units well and consider seriously the power of the theme for developing literary understanding and appreciation. (PRA)

ED 340 043 CS 213 127

Kroll, Linda R.
Meaning Making: Longitudinal Aspects of Learning To Write.
PUB DATE- Aug 91
NOTE- 58p.; Paper presented at the Annual Meeting of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Developmental Psychology; Intermediate Grades; *Learning Processes; Longitudinal Studies; Primary Education; Writing Instruction; *Writing Processes; Writing Research; *Young Children
IDENTIFIERS- *Emergent Literacy; *Writing Development

A longitudinal study investigated the development of children's writing over a 5-year period by examining how children use physical and symbolic representation systems that they have constructed to express meaning, how the meaning they intend is related to the social context and function of written language,

ED 340 061 CS 507 661

Becker, Lee B.; And Others
Finding Work and Getting Paid: Predictors of Success in the Mass Communications Job Market.
SPONS. AGENCY- Association for Education in Journalism and Mass Communication.; Dow Jones Newspaper Fund, Princeton, NJ.; National Association of Broadcasters, Washington, D.C.; Ohio State Univ., Columbus. School of Journalism.
PUB DATE- Aug 91
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (74th, Boston, MA, August 7-10, 1991). Project also supported by Jack O'Dwyer Co.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; Employment Patterns; *Entry Workers; Fringe Benefits; Higher Education; *Journalism; *Labor Market; *Mass Media; National Surveys; Occupational Information; Occupational Surveys; *Predictor Variables; Salaries

A study investigated the determinants of success in occupational entry for persons trained specifically for work in mass communications. Two separate criteria were used to judge success in entry: actual employment and salary and fringe benefits, earned upon employment. Subjects, 2,171 recipients of bachelor's degrees from 77 programs in journalism and mass communications in the United States, completed a 5-page survey instrument. Results showed that graduates' college experiences in media organizations (internship or working on college media), specialization in any area of study, and grade point average were all positively associated with finding a job. Results further indicated that prior experience with the employer was a positive predictor of salary, whereas a generalized job-seeking strategy and gender (female) were negative predictors of salary. Women, however, were more likely to have a job with a large number of benefits than were men. (Three tables of data and 29 notes are included.) (Author/SR)

ED 340 062 CS 507 663

Simic, Marjorie R.; And Others
The Confident Learner: Help Your Child Succeed in School.
SPONS. AGENCY- Indiana Univ., Bloomington. Family Literacy Center.
PUB DATE- 92
NOTE- 155p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Childhood Attitudes; Children; Elementary Education; *High Achievement; *Parent Participation; *Parent Student Relationship; School Attitudes; Self Esteem; Stress Management; *Student Attitudes; Student Motivation; Success
IDENTIFIERS- Parent Responsiveness

This book is intended to assist parents in helping their children become confident learners and self-reliant individuals who succeed in school. The book maintains that children become

ED 340 082 CS 507 700

Mobley, Donald Graham
Improving Confidence, Clarity, and Fluency in Public Speaking Skills of Middle School Students through Innovative Instructional Techniques.
PUB DATE- 91
NOTE- 80p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Grade 7; Instructional Innovation; Junior High Schools; Middle Schools; *Public Speaking; Self Esteem; Speech Improvement; *Speech Instruction; Speech Skills
IDENTIFIERS- Middle School Students

A practium study sought to improve the confidence, clarity, and fluency of 115 seventh graders' public speaking skills. Students' public speaking skills were evaluated before and after the practicum by rotating peer review committees of three students each. The first month the practicum focused on self-esteem and a study of the history and diversity of the English language. In the second month, vocal production techniques, nonverbal communication techniques, characteristics of good speakers, and speech organization techniques were emphasized. The third month of implementation focused on students' application of speaking skills in various domains of public speaking (using class discussions, interviews, and storytelling), and on student critiques. During the fourth month, emphasis was placed on speaking to inform, persuade, and entertain. Months 5 and 6 provided time for students to strengthen their oral communication skills as they gained experience in interpretive speaking, debate, and drama. The practicum was concluded in months 7 and 8 with public speaking forums in which students selected their own types of public speaking. Final evaluations showed that the percentage of students: (1) exhibiting self-confidence while speaking to an audience increased from 33% to 88%; (2) clearly articulating and projecting the voice at a suitable rate of speed increased from 37% to 91%; and (3) demonstrating fluency in context, organization, vocabulary, and usage increased from 25% to 82%. (Two tables of data, a list of 72 references, and appendixes containing the speaking evaluation form and a monthly log form are included.) (SR)

ED 340 083 CS 507 701

Derryberry, Bob R.
Toward a Philosophy of Coaching Forensics.
PUB DATE- 1 Nov 91
NOTE- 31p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Audience Awareness; *Debate; *Educational Philosophy; *Ethics; Higher Education; *Persuasive Discourse; Program Design; Public Speaking; *Student Development
IDENTIFIERS- *Debate Coaches; *Debate Theory; Debate Tournaments

Sound philosophical principles of coaching can enhance forensic programs as a whole while providing fulfilling student experiences. A forensic education philosophy involves

ED 340 104 EA 023 516

Hewitt, Geof, Comp.; And Others
Leading & Learning: A Portfolio of Change in Vermont Schools, 1991.
PUB DATE- Sep 91
NOTE- 60p.; For 1990 edition, see ED 326 926.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - General (020)
DESCRIPTORS- High Schools; Leadership; *School Based Management; *School District Autonomy; *School Effectiveness; School Organization; *School Restructuring
IDENTIFIERS- Partnerships in Education; *Vermont

The Governor's Institutes of Vermont are summer programs for Vermont high school students. The students are chosen for their strong personal motivation and interest in art, science and technology, and international affairs. Coordinated with the Institutes, the Lead Learner program is designed to enhance teacher and school efforts in restructuring. These and other programs help to build a new vision of education: to define the needs of the 21st century learners, to transform schools so they can meet those needs, to promote standards of excellence in learning and leadership, and to create powerful partnerships between schools and communities. This document chronicles the events on Vermont's agenda for change from the personal and professional viewpoints of practitioners. Lead Learners tell what the institute's programs mean to them. Principals tell about their plans to work together on common issues. State leaders tell about the projects they lead and the challenge and promise they see. Five sections provide the following insights: (1) initiatives for change--active projects on Vermont's educational agenda; (2) institute reports--experiences of the 1991 Lead Learners; (3) images--personal reflection of educators; (4) great performances--success stories and innovative classroom ideas; and (5) profiles--reports from schools and communities working together for change. (RR)

ED 340 105 EA 023 521

McLaughlin, Milbrey W.
Educational Policy and Educational Practice.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 90
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; *Educational Policy; Elementary Secondary Education; Governance; *Instructional Effectiveness; Instructional Improvement; *Policy Formation; *School Restructuring; State Action

Cycles of educational reform initiatives and their effects on practice are reviewed in this paper, which focuses on the relationship between state and federal policy and local practices. The first part discusses the first generation of reform that began with the passage of the 1965 Elementary and Secondary Education Act. Such reforms were generally redistributive and categorical, resulting in changes in the context of educational practice and in a separation between

ED 340 127 EA 023 566

Thernstrom, Abigail
School Choice in Massachusetts. Pioneer Paper No. 5, Education in Massachusetts Series.
PUB DATE- 91
NOTE- 155p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Desegregation Effects; Educational Equity (Finance); *Educational Vouchers; Elementary Secondary Education; *Free Enterprise System; Neighborhood Schools; *Racial Balance; Residential Patterns; *School Choice; *State Action; Urban Schools
IDENTIFIERS- *Massachusetts

Attempting to reconcile theory with facts, this booklet explores equity and quality issues involved with parental choice in Massachusetts. Following an overview and summary, chapters 2 and 3 examine the theory and practice of intradistrict public school choice. Chapter 2 examines the controlled choice plans adopted by cities, arguing that racial balance goals strongly limit parental choice. Families who can afford to exercise true choice flee the system, weakening the schools and exacerbating the racial and social segregation dictated by residential plans. Chapter 3 examines whether market pressure will spur school improvement. Although eliminating racial balance controls is a good first step, many parents will remain uninformed and are unlikely to demand academically superior schooling. As chapter 4 suggests, interdistrict choice is desirable, but unlikely to create a competitive market or solve the problem of poor schools. Chapter 5 discusses educational vouchers--choice that includes private and parochial options--and outlines a possible course of action for Massachusetts and other states. Vouchers should be tested with a 5-year demonstration project financed with private funds. The book includes chapter notes and an index. (MLH)

ED 340 128 EA 023 574

Sheane, Kim; Bierlein, Louann
Open Enrollment/Educational Choice: A National Review.
PUB DATE- Oct 91
NOTE- 56p.; A chart summarizing appendix A may not reproduce well in paper copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Admission (School); Elementary Secondary Education; Free Choice Transfer Programs; *Nontraditional Education; *Open Enrollment; Private School Aid; *School Choice; School Restructuring; State Action; *State Programs
IDENTIFIERS- *Arizona

Descriptive information on open enrollment/choice programs in a variety of states is provided in this report. Following an introduction, key program components are discussed, which include transportation, information, and funding issues; state guidelines for student acceptance; and athletic recruiting. Private school issues are examined in the third section, such as state oversight, legal issues, and the financial impact of including private school students. The final section describes

ED 340 149 EC 300 798

Pinkerton, Dianna
Substance Exposed Infants and Children. ERIC Digest #E505.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; Alcohol Abuse; Classroom Techniques; *Congenital Impairments; *Drug Abuse; *Educational Needs; Incidence; Parent Education; *Prenatal Influences; Preschool Education; Special Health Problems; *Substance Abuse
IDENTIFIERS- ERIC Digests; *Fetal Drug Exposure

This digest briefly summarizes available information on the educational needs of prenatally substance exposed infants and children. Estimated incidence figures are given for the numbers of children exposed in utero to illicit drugs and alcohol. The importance of parent/caregiver education in specific techniques to increase infant alertness and interactions is stressed. Sixteen recommended classroom strategies are grouped into protective factors (e.g., developmentally appropriate curricula) and facilitative processes (e.g., encouraging child attachment to an adult and allowing child decision making). Transdisciplinary/transagency approaches to program development are encouraged. Also listed are five references and six resources, including hotlines and organizations. (DB)

ED 340 150 EC 300 799

Leone, Peter E.
Alcohol and Other Drug Use by Adolescents with Disabilities. ERIC Digest #E506.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 3p.; For a related document, see ED 339 172.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Alcohol Abuse; *Disabilities; *Drug Abuse; *Eligibility; Federal Legislation; Incidence; *Intervention; Prevention; Program Effectiveness; Referral; Secondary Education; *Special Education; Substance Abuse
IDENTIFIERS- ERIC Digests

This digest, based on a longer document titled "Alcohol and Other Drugs: Use, Abuse, and Disabilities" by Peter E. Leone, addresses the following questions: (1) "Are students with disabling conditions more likely to use or abuse alcohol or other drugs than their peers?" (usually a "no" response); (2) "Are students with problems of alcohol and drug dependency entitled to special education and related services?" (not under the Individuals with Disabilities Act or Section 504 of the

ED 340 169 EC 300 819

Understanding Learning Disabilities: Guide for Faculty.
PUB DATE- 90
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Advising; College Faculty; *College Students; Compliance (Legal); Definitions; Educational Policy; Federal Legislation; Handicap Identification; Higher Education; Labeling (of Persons); *Learning Disabilities; Learning Problems; *Student Characteristics; Student Experience; Student Personnel Services; Teaching Methods
IDENTIFIERS- *Georgetown University DC; Rehabilitation Act 1973 (Section 504)

This guide provides information about the nature of learning disabilities in higher education and about ways of assisting students with learning disabilities at Georgetown University (Washington, D.C.) to fulfill their potential. The booklet uses the metaphor of a "zig zag lightning in the brain" to describe the erratic thinking style associated with learning disability. It defines learning disability (LD) and examines whether labeling students as LD is a help or hindrance. The guide notes that the learning disabilities found among college students typically involve one or more forms of linguistic information processing. Classic academic symptoms are listed in the areas of concentration and attentiveness, memory, organizational and study skills, oral language skills, testing, mathematical skills, reading, spelling, writing, and foreign languages. A checklist is presented for screening students for learning disabilities. Techniques are offered for advising and teaching LD students, and a rationale is presented for providing accommodations. Georgetown University's policy for accommodating LD students in accordance with Section 504 of the Rehabilitation Act of 1973 is reprinted, and learning services are described. A brief transcript from an LD students' support group meeting concerning their experiences at Georgetown University is also included. The guide concludes with a list of 25 references, 13 suggested readings, and 4 organizational resources. (JDD)

ED 340 170 EC 300 820

Options after High School for Youth with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); Adults; Agencies; *Disabilities; *Education Work Relationship; Employment

ED 340 189 EC 300 839

Brigham, Frederick J.
Generating Excitement: Teacher Enthusiasm and Students with Learning Disabilities.
PUB DATE- Oct 91
NOTE- 20p.; Paper presented at the Annual Meeting of the Council for Learning Disabilities (Minneapolis, MN, October 10-12, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Definitions; Elementary Secondary Education; Higher Education; *Instructional Effectiveness; Junior High Schools; *Learning Disabilities; Student Attitudes; *Teacher Attitudes; Teacher Education; *Teacher Effectiveness; Teacher Student Relationship
IDENTIFIERS- *Teacher Enthusiasm

This paper summarizes the information available regarding the effects of teacher enthusiasm in elementary, secondary and postsecondary settings and reports on a recent study examining effects of teacher enthusiasm with learning disabled adolescents. Operational definitions of enthusiasm as well as speculations regarding the nature of its effects are also provided. Students in two junior high school special education classrooms for learning disabilities were given 2 weeks of instruction in science with levels of teacher enthusiasm manipulated in a crossover design. Videotape recordings were used to rate teacher enthusiasm and appearance of student learning and engagement. Learning was evaluated by means of a post test. Results indicated that: (1) enthusiasm is a variable which can be manipulated; (2) learning disabled students appear to be more interested when teachers are enthusiastic; (3) students receiving the enthusiastic teaching scored substantially higher on post test evaluation; and (4) classroom behavior was more acceptable with enthusiastic teaching. Implications for special education practice as well as suggestions for incorporation of instruction in enthusiastic teaching in teacher training and inservice programs are offered. Graphics detailing findings are appended. Includes 19 references. (Author/DB)

ED 340 190 EC 300 840

Noll, Robert B.; And Others
Social Interactions between Children with Cancer or Sickle Cell Disease and Their Peers: Teacher Ratings.
PUB DATE- Apr 91
NOTE- 26p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cancer; *Chronic Illness; Elementary Secondary Education; *Interpersonal Competence; Peer Acceptance; *Peer Relationship; Personality Traits; Popularity; *Sickle Cell Anemia; *Special Health Problems; Student Characteristics

This study compared the social reputation of: (1) children with a cancer which did not involve the central nervous system (N=26); (2) children with a primary malignancy involving the central nervous system (N=15); and (3) children with sickle cell

ED 340 209 FL 019 922

Mobbs, Michael
Britain's South Asian Languages.
PUB DATE- 88
NOTE- 67p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bengali; Descriptive Linguistics; Foreign Countries; Grammar; *Gujarati; *Hindi; *Immigrants; Indo European Languages; Language Role; *Panjabi; Uncommonly Taught Languages; *Urdu
IDENTIFIERS- Asia (South); Asian Languages; Bangladesh; Bhutan; India; Nepal; Pakistan; Sri Lanka; *United Kingdom

This book focuses on the languages spoken by people of South Asian origin living in Britain and is intended to assist individuals in Britain whose work involves them with speakers of these languages. The approach taken is descriptive and practical, offering linguistic, geographic, and historical background information leading to appreciation of the languages and their speakers. The focus is on Bangladesh, Northern India, and Pakistan and on five predominant immigrant languages, including: Panjabi, Gujarati, Bengali, Hindi, and Urdu. First, the relationship of the languages to Western European languages is examined, and some general characteristics of grammatical structure, sounds, scripts, and vocabularies, are described. Attention is given to the regional origin and present status of the five languages. Finally, the position of these languages in the United Kingdom and the current debate on the inclusion of community languages in the mainstream school curriculum are briefly discussed. Appended materials include notes on Indo-European language correspondences, the language families of the Indian subcontinent, further features of verb grammar in Indo-Aryan languages, and teaching materials for English-speaking learners of the five languages. (MSE)

ED 340 210 FL 019 923

Gathercole, Ian, Ed.
Autonomy in Language Learning.
PUB DATE- 90
NOTE- 114p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Cooperative Learning; Elementary Secondary Education; Foreign Countries; *Independent Study; *Learner Controlled Instruction; *Learning Problems; Modern Languages; *Personal Autonomy; Program Descriptions; Program Development; Reading Instruction; Second Language Learning; *Student Responsibility; Teacher Student Relationship; Theory Practice Relationship
IDENTIFIERS- *England

Ten papers from a January 1990 conference in Britain on the meaning and implications of autonomy for school learners of second languages address theoretical and practical issues in independent study, learner-controlled instruction, cooperative learning, teacher-student relationship, learner responsibility, students with learning difficulties, and program development and design. The papers include: "Supported Self-Study Across the Curriculum" (Philip Waterhouse); "Autonomy in Language

ED 340 229 FL 019 945

Lopez-Butner, Lindy
Enhancing Self-Image of International Students: "International Day."
PUB DATE- 10 Oct 91
NOTE- 6p.; Paper presented at the Annual Meeting of the International Reading Association (35th, Atlanta, GA, May 8, 1990) and the Annual Meeting of the Teachers of English to Speakers of Other Languages Southeast Regional Conference (Atlanta, GA, October 10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Planning; *Cultural Activities; Cultural Awareness; Elementary Secondary Education; *English (Second Language); *Program Development; *Self Concept; Student Motivation; *Student Participation; Writing (Composition)
IDENTIFIERS- International Day (School)

English-as-a-Second-Language (ESL) students and their American peers, teachers, and community leaders can appreciate cultural differences at a school International Day. Guided by their teachers, students can benefit from improving their communication, organizational, and research skills as they plan the event. Compositions help students organize their thoughts on the kinds of activities to include, items to be brought from home, types of entertainment, and other jobs. Four committees can focus the activities: Invitations and Souvenirs, Cooking, Performing, and Decorations. Responsibilities of each committee are described, along with suggestions for compositions that evaluate the event afterwards. (LB)

ED 340 230 FL 019 947

Saloom, Barbara B.
Conversational Spanish: Quick and Easy.
PUB DATE- 91
NOTE- 122p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Students; College Students; *Conversational Language Courses; Higher Education; Latin American Culture; Lesson Plans; *Second Language Learning; *Spanish; Textbooks; Vocabulary

Prepared for the adult or college student who wants to attain a speaking knowledge of Spanish spoken in Hispanic America, this book places more emphasis on communication and comprehension than on grammatical depth. It does not presuppose a knowledge of Spanish or experience with a second language. Emphasis is on repetition. Each lesson includes the following components: vocabulary to be repeated many times and memorized; informal explanation of grammar in lay terms; descriptions of Hispanic culture; suggestions for impromptu dialogues and conversation and for learning to think in Spanish; and extra vocabulary for enrichment. Chapters cover introductions, family, time and weather, occupations, home, travel, restaurants, shopping, the human body, post office and bank, holidays, supermarkets and open air markets, airports, and entertainment. (LB)

ED 340 251 FL 019 986

Patel, Fay
Student Development Tutorship Programme, August/September 1991. An Evaluation and Report Back.
PUB DATE- Sep 91
NOTE- 18p.; Best copy available.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Black Students; Developing Nations; *Disadvantaged; English (Second Language); Foreign Countries; Higher Education; *Limited English Speaking; Program Evaluation; *Remedial Instruction; *Second Language Instruction; Staff Development; *Tutorial Programs; Tutors
IDENTIFIERS- Content Area Teaching

Initiatives are described that have been undertaken by the Student Development Tutorship Programme at the M.L. Sultan Technikon in South Africa, a program established in 1990 to provide assistance and support to disadvantaged students, primarily Black students from areas with inadequate facilities and instructors in the "homelands" and where English is taught as a second language. Components of the program include a commitment to educational development (academic, cognitive, and language development of students as well as teaching staff development), content-based language, integrated programs, multilingual classrooms, and a tutorship program. Aims and objectives of the tutorship program are outlined, and its implementation is described in terms of tutor performance and student participation. Data limitations preclude extensive evaluation of the program to date, but recommendations are offered regarding such issues as program scheduling and duration, cooperation between tutors and lecturers, the need to accommodate different needs of first and second language speakers, pre-test and post-test evaluation, and training sessions. Tutor and student comments are included. (LB)

ED 340 252 FL 019 988

Senn, Jim
A Content-Based Program for Middle School: Getting Started.
PUB DATE- 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Core Curriculum; *Curriculum Development; Fine Arts; French; Grade 6; Intermediate Grades; *Language Acquisition; Lesson Plans; *Middle Schools; Science Instruction; *Second Language Instruction; Second Language Learning; Social Studies; Spanish
IDENTIFIERS- Arlington Public Schools VA; Authentic Materials; *Content Area Teaching; Middle School Students

Modifications to an existing secondary school foreign language program in Arlington County, Virginia, are described that were developed when the middle school program began in September, 1990, and sixth graders were incorporated into the foreign language program. Lessons were tested in an alternative school prior to adoption in the middle schools. Content-based units were developed in the following core areas: social studies (Egypt, immigration, home and neighborhood); science (plants, the bee, boats, heart and blood circulation, human cell); and

Trade Certification and Job Placement Program in Honduras: A Pilot Project.
PUB DATE- 8 Dec 87
NOTE- 16p.; Paper presented at the Meeting of the American Vocational Association (Las Vegas, NV, December 6-10, 1987).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Vocational Education; *Competency Based Education; Developing Nations; Dropout Prevention; Educational Certificates; Educational Needs; Foreign Countries; Job Placement; Job Training; *Labor Force Development; National Programs; *Program Development; Program Effectiveness; *Program Improvement; Relevance (Education); *Trade and Industrial Education; Training Methods
IDENTIFIERS- *Honduras

As is the case in many developing countries, Honduras's vocational training and job placement systems were plagued by high dropout and low job placement rates. After deciding that the issue of relevance was the key to improving the country's job training system, a trade advisory committee set about to develop a series of competency-based instructional modules and certification exams that are now being used at four of the country's vocational training institutions (public and private). Students receive self-paced, industry-specific job training, certification, and job placement assistance. The early results of the Honduran system have been most encouraging. Dropout rates have been reduced from 40 or 50 percent to between 5 and 15 percent. The combined trade certification and job placement program has made it possible to establish a quality control mechanism that provides immediate feedback on the relevance and quality of the training being provided. The program's improved completion and placement rates have reduced overall training costs substantially. Because of its early success, the program is being expanded to train, certify, and find employment for 15,000 youths and adults over the course of the next 5 years. (MN)

ED 339 793 CE 050 870

The Status of Emerging Technologies: An Economic/Technological Assessment to the Year 2000. Final Report.
PUB DATE- 87
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Competition; *Economic Development; *Emerging Occupations; Federal Regulation; *Futures (of Society); Government Role; Industrialization; International Trade; *Public Policy; *Technological Advancement
IDENTIFIERS- *United States

The U.S. Department of Commerce reviewed emerging technologies and their future impact on the economy. This report lists the emerging technologies and suggests their potential contribution to the gross national product by the year 2000. It is based on an assessment by technical experts and agency heads within the Department of Commerce, who studied scientific and industrial plans and the commercialization process in the United States and abroad. The emerging technologies are classified in seven categories: advanced materials, electronics, automation, biotechnology, computing, medical technology, and thin-layer

Adult Education 1950-1985; Results by Parish of the 1984-85 Teachers' Annual Evaluation Reports; Statistics Showing the Need for Adult Basic Education in Louisiana; Percent of United States Population 25 Years and Older with Fewer than Five Years of Schooling (1960-1980); Statistics Showing the Age of Illiterates and Functional Illiterates 25 Years and Over in Louisiana (1980); Statistics Showing the Adult Population 25 Years and Over, Difference in Population, Number of Illiterates and Functional Illiterates (0-4), Difference in Number of Illiterates, and Difference in Percentage in Parish (1970-1980); 1985 Educational Statistics of Louisiana Adults; and Percent of Parish Population 25 Years Old and Over with Fewer than Five Years of Schooling (1980). (CML)

ED 339 813 CE 053 220

Challenges for Continuing Higher Education Leadership. Global Interdependence: Issues and Opportunities.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 89
NOTE- 90p.; For a related document, see ED 296 613.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; *Continuing Education; Cultural Pluralism; Economic Change; *Futures (of Society); Global Approach; Higher Education; Hispanic Americans; Immigrants; *International Cooperation; *International Education; *International Educational Exchange; Professional Associations; Second Language Learning; Technology
IDENTIFIERS- National University Continuing Education Assn

This fourth report in the National University Continuing Education Association (NUCEA) Challenges for Continuing Higher Education Leadership series draws attention to the wider and more complex set of issues surrounding the "internationalization" of U.S. society and its educational componets. The report consists of papers prsented at a NUCEA-sponsored forum, including: "International Understanding and Economic Development: New Challenges for Continuing Higher Education Leadership" (Schuh); "Response: Continuing Education Research and Development" (Miller); "On Teaching Language and Culture in America" (Lombardi); "Response: The Federal Role--Pure versus Applied Learning" (Gunderson); "Immigration and Hispanic Educational Opportunity: Challenges for the 1990s" (Tienda); "Response: Strategies for Continuing Higher Education--Improving Educational Opportunities for Minorities" (Kohl); "Fostering Knowledge Exchange in an Interdependent World" (Walshok); "The Continuing Educator as Broker" (Burnett); "Citizen Education for an Interdependent World" (Baumann); "The Public and Public Policy" (Yanofsky); "The Canadian/U.S. Free Trade Agreement: Implications for Continuing Education" (Orris); and "National Associations" (Pankowski). The report is supplemented by descriptions of nine model programs (ongoing initiatives sponsored by continuing higher education departments around the country that address international education needs in particularly interesting and effective ways). Readers are urged to consider whether these or similar programmatic responses would work in the own campus environments. (NLL)

ED 339 814 CE 053 231

Excellence in Education; *Job Training; *Labor Force Development; Postsecondary Education; Private Financial Support; Retraining; *School Business Relationship; School Support; Secondary Education; Skill Obsolescence; Teacher Certification; Teacher Education; *Technological Advancement; Technology Transfer

These proceedings contain 11 papers that examine several diverse collaborative efforts designed to improve education and training programs through substantive involvement of the private sector. Authors and titles are as follows: "Public-Private Sector Collaboration in Education: Implications for Research, Policy, and the Education of Professional Educators" (Paul Thurston, L. A. Phelps); "The Developing Work-Related Education and Training 'System': Partnerships and Customized Training" (W. N. Grubb); "Relfections on Customized Training" (Richard Hofstrand); "A Reaction to 'The Developing Vocational Education and Training System': Partnerships and Customized Training" (Tim Wentling); "Promoting Technology Transfer in Community College Programs: The Michigan Experience" (James Jacobs); "Corridor Partnership for Excellence in Education" (Gail Digate, Marsha Bollendorf); "The California Partnership Academies" (Keith Bush); "Corporate Collaboration as a Catalyst for Teacher Education Development" (Robert Maloy et al.); "University-Corporate Collaborative Relationships in Continuing Engineering Education" (Anne Colgan); "Education-Business Partnerships: A Principal's Perspective" (Irene Diedrich-Reilly); and "Public-Private Sector Collaboration: Elements, Issues, and Implications" (L.A. Phelps, Paul Thurston). (YLB)

ED 339 833 CE 059 739

Shirk, John C.
Economic Costs and Benefits of Lifelong Learning in Livingston, Montana.
SPONS. AGENCY- Montana State Univ., Bozeman. Center for Adult Learning Research.
PUB DATE- 88
NOTE- 124p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Learning; *Cost Effectiveness; Economic Impact; Educational Benefits; Educational Research; Incentives; Information Sources; *Learning Motivation; *Lifelong Learning; Rewards; Student Costs; *Student Educational Objectives; Student Interests
IDENTIFIERS- Montana (Livingston)

A Livingston, Montana, study on lifelong learning was conducted in two parts. The first part gathered data about the following: (1) what respondents had learned in the previous 12 months; (2) their sources of information and how they rated them; (3) why they initiated learning activities; (4) economic costs and benefits; (5) what they might like to learn in the future; and (6) resources to which they would turn. The second part generated additional information about learning networks and learning providers. Data gathering relied on field research and field theory. A stratified random sample using the local telephone directory generated names of 100 prospective respondents; 60 were interviewed. Findings showed that positive and negative forces, both internal and external, led respondents to engage in learning activities. Respondents identified 302 learning activities with which they had been involved during the past year. The most frequently mentioned resources were themselves, their own books, friends, family, This booklet is one in a series that has been written for the general reader who wants to understand important trends in vocational education and training in Australia. Its focus is competency-based training and assessment. The booklet starts with the specific working environment of a blackjack dealer in a casino and explores the meaning of competency-based training and assessment in that context. In the second section, some general principles are extracted from that example. This leads to a discussion of one of the key issues--assessment in the workplace. The booklet then considers a particular approach to competency-based training and assessment and examines its benefits in a range of different occupations. Finally, some general ideas are developed about how to improve training and assessment by using the competency-based approach. An annotated list of 14 publications is provided for further reading. (YLB)

ED 339 851 CE 059 773

Hayton, Geoff; And Others
Skills Analysis. Workshop Package on Skills Analysis, Skills Audit and Training Needs Analysis.
SPONS. AGENCY- Australian Dept. of Employment, Education and Training, Canberra.
PUB DATE- 91
NOTE- 187p.; For related documents, see ED 317 848 and ED 333 216.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Continuing Education; Data Analysis; Employment Qualifications; Foreign Countries; Goal Orientation; Industrial Structure; Instructional Materials; Job Analysis; *Job Development; Job Skills; *Job Training; *Labor Force Development; Labor Relations; *Needs Assessment; Occupational Information; *Organizational Development; Planning; *Skill Analysis; Teaching Guides; Transparencies; Workshops
IDENTIFIERS- TAFE (Australia)

This four-part package is designed to assist Australian workshop leaders running 2-day workshops on skills analysis, skills audit, and training needs analysis. Part A contains information on how to use the package and a list of workshop aims. Parts B, C, and D consist, respectively, of the workshop leader's guide; overhead transparency sheets and handouts; and participant information. Each part is divided into seven sections. Section 1 on client expectations and needs covers industry/award restructuring. Section 2 describes the process of skills audits and related processes. Section 3 includes a discussion of skills audits with industrial relations implications and the Structural Efficiency Principle. Section 4 focuses on techniques for data collection and technique selection. Section 5 addresses data analysis and presentation. Section 6 provides an overview of strategies involved in project planning: negotiation, proposal preparation, costing, management, project teams, consultative committee, and climate setting. Section 7 covers four skills issues: (1) multiskilling, cross-skilling, upskilling, and broadbanding; (2) national competency standards; (3) targeted groups; and (4) subcontracting and collaborating. The workshop leader's guide provides recommendations and specific content. The overhead transparency sheets and handouts in Part C are coded to the topics. Part D contains detailed narrative information on the topics. A list of 28 references is appended. (YLB)

Program Staff" (Seevers, Clark); "Relationship of Attitude toward Teaching at Higher Cognitive Levels to Aspired and Assessed Cognitive Level of Instruction" (Whittington, Newcomb); "Effectiveness of Writing-to-Learn Activities in Teaching Secondary Vocational Agriculture Students" (Reaves et al.); "The Use and Misuse of Correlational and Regression Analysis in Agricultural Education Research" (McCracken); and "Administrator Characteristics in Exemplary Vocational Education" (Migler et al.). (NLA)

ED 339 869 CE 059 809

Miller, Juliet; And Others
The National Career Development Guidelines: Progress and Possibilities. NOICC Occasional Papers/3.
PUB DATE- Jun 91
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Programs; Career Counseling; *Career Development; Career Education; *Career Guidance; Competency Based Education; Educational Change; Elementary Secondary Education; *Guidance Programs; *Guidelines; National Programs; Needs Assessment; Postsecondary Education; *Program Implementation; School Business Relationship
IDENTIFIERS- *National Career Development Guidelines

This monograph reports on the progress made in implementing the National Career Development Guidelines and explores some possibilities for their future use. The "Introduction" (Mary Beth McCormac) summarizes activities at the national level and provides an overview of the project. "Lessons from the Local Pilot Sites" (Juliet Miller) reviews the current status, benefits, and recommendations of four of the original field test sites. It also draws recommendations for other programs that are planning to use the guidelines. "Career Development for Adults in Organizations and in the Community" (Jane Goodman) addresses the still unmet need for comprehensive adult career development programs and discusses the use of the guidelines for adults in business and the community. "Knowing the Music for the Dance: The National Career Development Guidelines and Educational Priorities" (Brooke Collison) looks at the guidelines within the broader context of educational reform and stresses the need for steps to ensure continued success of this initiative. It discusses the existence or absence of priorities in education, explains how the guidelines can be adapted to a variety of targeted groups, and describes how the guidelines fit existing and emerging educational priorities. Appendixes contain the following: 17 references, guidelines career development competencies by area and level, and guidelines documents and how to order them. (YLB)

ED 339 870 CE 059 810

Core Competency Modification. A Manual for Working with At-Risk/Special Needs Students.
SPONS. AGENCY- Iowa State Dept. of Education, Des Moines.
PUB DATE- 91
NOTE- 300p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; Disabilities;

Life Education; Health Education; Home Economics Skills; *Job Skills; *Learning Activities; Role Conflict; Secondary Education; *Self Esteem; Teaching Methods; Test Items; Time Management; Transparencies; Units of Study
IDENTIFIERS- *Family Work Relationship

Developed through a research process conducted in several phases that explored students' life skills and measured them against skills expected to be needed in the future, this curriculum packet is the first part of a set of teacher's resource materials for teaching life skills. The resource materials set have been developed in eight units which incorporate all the skill categories identified through the research and develpment process. Each unit consists of four or more self-contained modules which can be taught in any sequence and incorporated into a variety of courses. The eight identified skills are: personal development, health and wellness, citizenship, communication, consumer economics, employability, parenting and child care, and balancing work and family. The Skills for Life modules will be sold in packets of five; 10 packets are planned. This first packet in the series contains five modules covering the following topics: self-esteem, acquired immune deficiency syndrome (AIDS) awareness and prevention, misdemeanors and felonies, characteristics needed for employment and managing multiple roles. Each module contains descriptive text, teaching strategies, appropriate to different grade levels, learning activities, transparency masters, and answers to learning activities, in a loose-leaf format. The units are designed to be incorporated into home economics or other vocational courses. (KC)

ED 339 888 CE 059 844

Integration of Mathematics, Science, and Language Arts Principles in the Home Economics Curriculum.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Vocational Programs.
PUB DATE- Oct 91
NOTE- 160p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Behavioral Objectives; Classroom Techniques; Cooperative Education; Course Content; Curriculum Guides; Disabilities; Educational Trends; Exceptional Persons; *Home Economics; Home Economics Skills; *Integrated Curriculum; *Language Arts; Learning Activities; *Mathematical Applications; Mathematical Concepts; Mathematics Instruction; Science Education; *Science Instruction; Secondary Education; Student Evaluation; Teaching Methods; Transparencies; Units of Study

This resource book was developed to help home economics teachers reinforce academic principles in mathematics; science, and language arts while teaching essential home economics content. Separate sections of the book are written for each academic area. Each section begins with an overview and update of the academic area based on a review of literature and input from experts. A rationale is given for designating certain skills as fundamental for success and productivity in society, and current instructional trends in each area are discussed. Following this overview, principles are identified that are considered essential to competence in each academic area; they are explained, defined, and elaborated with specific examples.

This 3-year follow-up report describes actions taken by the Illinois Council on Vocational Education (ICoVE) during 1989, 1990, and 1991. It addresses the 45 suggestions and 11 recommendations of 4 technical reports (spanning 1987 and 1988) related to private sector involvement. Recommendations from 1987-88 and follow-up actions are reported on the following topics: advice to the private sector; private sector involvement; education for employment; and implementing education for employment. The following recommendations for the Illinois State Board of Education are made: (1) establish performance standards for participants; (2) implement a process for retraining, upgrading, and maintaining the work force; (3) provide services for special populations and place priority for program access; (4) identify program service needs; (5) work with other agencies to facilitate preparation for work; and (6) work with the private sector to identify commerce, industry, and labor needs for education and job-specific preparation, including performance standards. ICoVE membership list is included. (NLA)

ED 339 906 CE 059 869

Quality Vocational Education. A Follow-up of 1987-1988 Suggestions and Recommendations. ICoVE's 1989-1990-1991 Report.
PUB DATE- 91
NOTE- 145p.; For related documents, see ED 338 821 and CE 059 866-870.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Agency Cooperation; Consumer Education; *Cooperative Programs; Coordination; Curriculum Development; *Delivery Systems; *Educational Quality; Education Work Relationship; Home Economics; Job Training; Labor Force; Performance Factors; Postsecondary Education; Private Sector; Program Development; Program Evaluation; Regional Cooperation; Secondary Education; Services; Special Needs Students; State Standards; Technological Advancement; *Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; *Illinois; Job Training Partnership Act 1982

This 3-year follow-up report describes actions taken by the Illinois Council on Vocational Education (ICoVE) during 1989, 1990, and 1991. It addresses the 124 suggestions and 35 recommendations of 14 technical reports (spanning 1987 and 1988) related to quality in vocational education. Recommendations from 1987-88 and follow-up actions are reported on the following topics: state planning activities; dialogue with educational leaders; targeted populations; evaluation activities; private sector involvement; quality vocational education; academic foundations and application of technology; support services for students; consumer and homemaking education; perceptions affecting coordination; technical committees and Illinois curriculum; education for employment; regional delivery systems; and state policies and practices. The following recommendations are made: (1) establish performance standards; (2) retrain, upgrade, and maintain the work force; (3) provide services for special populations and improve program access; (4) identify program service needs; (5) facilitate preparation for work; and identify private sector commerce, industry, and labor needs for education and job-specific preparation. ICoVE membership list is included. (NLA)

ED 339 907 CE 059 870

extent to which disparities occur in the services provided to women and minorities, factors within the operation of local projects that contribute to such disparities, and efforts by states and the Department of Labor to monitor the services. Information showing the number of JTPA participants by demographic groups receiving each mode of service (classroom training, on-the-job training, or job search assistance) for high school graduates was provided by 16 states. Results of the study showed statistically significant disparities in the services provided to minorities, especially blacks. White participants were more likely than blacks to receive classroom or on-the-job training, whereas blacks were more likely to receive only job search assistance. Women received classroom training more often than men, but they were less likely to get training for jobs with higher wages. Factors contributing to disparities included the following: self-selection by participants; financial incentives in performance-based contracts; the lack of an independent and comprehensive participant assessment process; the lack of support services for some women and minorities; and the discriminatory actions of employers, with acquiescence by program staff. Monitoring activities by states and the Department of Labor were inadequate. Recommendations were made to eliminate racial and gender disparities in JTPA provision of services. (Appendixes include information on background and methodology, disparities in training for minorities and women, factors contributing to disparities, inadequate state and labor monitoring, and major contributors to the report.) (KC)

ED 339 925 CE 059 911

Kids in Trouble. Coordinating Social and Correctional Service Systems for Youth.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Case Studies; Change Agents; *Correctional Education; *Delinquency; Delinquency Causes; Delinquency Prevention; *Delinquent Rehabilitation; Foster Care; Group Homes; Juvenile Justice; Models; Program Descriptions; Program Effectiveness; *Program Implementation; Secondary Education; Youth Problems
IDENTIFIERS- Alabama; Massachusetts; Oregon; Pennsylvania; Wisconsin (Kenosha)

This report is based on a review of literature, statistical data, and a range of community-based programs for juvenile offenders, studied during the past 5 years by the National Governors' Association. The report provides an overview of innovative approaches to program design and coordination of services for delinquent youth. It describes several types of exemplary programs that could be adapted in other communities to meet the diverse needs of juvenile offenders. The five programs described in the report suggest that the coordination of child welfare, education, mental health, and vocational programs can enhance the effectiveness of programs for juveniles. The report identifies some of the barriers to change and some strategies states and localities may want to consider to bring about change. In addition, appendixes provide a statistical picture of the juvenile justice system and the youth it serves, information about some additional programs not described in the neglected and abused children. For the preschool population, the same can be said of day care and other early childhood programs. For many preschoolers, an early childhood program will be the only resource that will be able to see if a child is in need of protection. In addition, an early childhood program may be the only place where an abused or neglected child can have a sustained relationship outside the home. Early childhood staff are in a position to have children confide in them. If a child tells a care provider or other staff something that indicates abuse or neglect, that person should listen closely. Known abused and neglected children should be given extra attention when possible, since these children often have special physical and emotional needs. (LLL)

ED 339 943   CG 023 844

Reporting Child Abuse & Neglect in Alaska. Information for the General Public.
PUB DATE- 91
NOTE- 15p.; For other guides in this series, see CG 023 842-845.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Abuse; *Child Neglect; *Community Role
IDENTIFIERS- *Alaska; *Child Abuse and Neglect Reporting

Everyone is responsible for the welfare of the children in our communities. Some persons, such as school teachers and peace officers, are required by law in Alaska to report known or suspected child abuse and neglect. The general public is also encouraged to report such knowledge or suspicions so that children can be protected and families can receive help. Estimates indicate that over two million children are abused or neglected each year in this country alone. Professionals estimate that one out of every 4 girls and one out of 10 boys will be sexually abused before they reach 18 years of age. Indicators of abuse or neglect include children who: are frequently late or absent; come to school early or are reluctant to go home; are inadequately dressed for the weather; have welts, bruises, and other physical injuries; are hyperactive, destructive, and aggressive; are withdrawn, passive, and overly compliant; have obvious medical needs that are unattended; are undernourished; are tired, lethargic and listless. Additional indicators that have been identified with sexual abuse include: sexual promiscuity; poor self-image; poor peer relationships; sudden school problems; depression; sudden eating or sleeping problems; excessive clinging; unusual fears; self-destructive behavior; and running away. The indicators do not necessarily mean child abuse or neglect is going on in a family. They are meant to provide additional information if there is cause to suspect abuse or neglect. (LLL)

ED 339 944   CG 023 845

Reporting Child Abuse & Neglect in Alaska. Information for Mental Health Professionals and Other Human Service Providers.
PUB DATE- 91
NOTE- 15p.; For other guides in this series, see CG 023 842-844.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

current statutory language relating to permissive closure in criminal sexual assault cases; (2) 1991 Senate Bill 179, which revises certain crimes against children to replace older provisions; (3) 1991 Senate Bill 180, which revises the definitions of "sexual contact" and "sexual intercourse" as those terms are used in the criminal sexual assault laws; and (4) 1991 Senate Bill 181, which creates limitations on the discovery of information concerning a sexual assault victim's past sexual conduct in civil actions based upon conduct which constitutes sexual assault. Part II of the report discusses committee activity related to the four pieces of legislation. Parts III, IV, V, and VI describe Bills 178, 179, 180, and 181, respectively. A list of committee materials is appended. (NB)

ED 339 962 CG 023 867

Constantine, Norm; And Others
Santa Clara County Survey of Drug, Alcohol, and Tobacco Use among Students in Grades 5, 7, 9, 11.
SPONS. AGENCY- Santa Clara County Office of Education, San Jose, Calif.
PUB DATE- Oct 91
NOTE- 184p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Alcohol Abuse; *Drinking; *Drug Use; Elementary School Students; *Grade 5; Intermediate Grades; *Marijuana; Secondary Education; *Secondary School Students; *Smoking

This report presents findings from the Santa Clara County (California) survey of Drug, Alcohol, and Tobacco Use among Students in Grades 5, 7, 9, and 11 administered during the spring of 1991 to 5,180 students in 51 randomly selected county schools. An executive summary discusses sampling error, sample demographics, and findings on drug use prevalence. The main text of the report contains sections on the background of the project, the methodology used, and results and conclusions. Results show that reported alcohol and marijuana use levels were lower than those found in the most recent state survey for grades included in both surveys (grades 7, 9, and 11). For other illegal drug use, the findings discussed show that the Santa Clara sample's reported use was slightly higher that the state's reported use; state rates were higher for grades 9 and 11. No county-state comparisons regarding tobacco use were possible. For grades 7, 9, and 11, strong relationships are noted among some environmental risk factor scales and drug use within the three main categories of tobacco, alcohol, and marijuana. Seventy-three tables, 27 figures, and references are included. Information on reliability and validity and on sampling error estimation methods are contained in a technical appendix. Survey forms and instruments, letters, pilot materials, administration instructions, scale definitions, and a list of participants are appended. (NB)

ED 339 963 CG 023 868

Kearney, Christopher A.; Silverman, Wendy K.
Toward A Functional Model of Assessing and Treating Children and Adolescents with School Refusal Behavior.
PUB DATE- Nov 91
NOTE- 14p.; Paper presented at the Annual Convention of the American Association for Advancement of Behavior Therapy (25th, New York, NY, November 21-24, 1991).

become heavy smokers, and the less likely that they will ever quit. This resource guide points out the problems of teenage smoking and provides action plans to combat using tobacco. Background information is presented about the problems associated with tobacco. Four anti-tobacco activities are then described. The first activity, advertising the truth about tobacco, provides guidelines for developing an anti-tobacco advertising campaign. The next activity, creating a tobacco-free school, provides policy guidelines and a sample speech to either school board members or school administrators. The third activity, eliminating youth access to cigarettes, focuses on the control of cigarette sales from vending machines. Suggestions for action and soliciting support are included. The fourth activity, reducing visual pollution, provides suggestions for restricting outdoor tobacco advertising in the form of billboards. Steps for action, a sample billboard survey form, and recommended provisions of a model ordinance which allows some billboards are included. A publicity section provides suggestions for improving chances of getting free publicity. Included in this section are information and a sample format for writing press releases. A resource section includes sample petitions and an activity for demonstrating the immediate effects of smoking a single cigarette. (LLL)

ED 339 982 CG 023 895

Vera, Elizabeth M.; Betz, Nancy E.
Relationships of Self-Regard and Affective Self-Disclosure to Relationship Satisfaction in College Students.
PUB DATE- Nov 91
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Dating (Social); Higher Education; *Interpersonal Relationship; Intimacy; *Self Disclosure (Individuals); *Self Esteem; Sex Differences

The development and maintenance of romantic relationships in college students has been an increasingly frequent focus of attention among researchers interested in college student development. This study examined the role of gender in the relationships of emotional self-disclosure, self-esteem, and relationship satisfaction. Using a sample of college students (N=200) involved in serious dating relationships, it was expected both that higher levels of emotional self-disclosure would be found in female than male students, and that emotional self-disclosure would be more closely related to both self-esteem and relationship satisfaction in females than males. The subjects were administered measures of self-esteem, willingness to disclose emotions, and satisfaction with their relationship. Results supported the importance of affective self-disclosure in the relationship satisfaction reported by college students. Both male and female students involved in relationships of six months or more duration tended to report higher levels of relationship satisfaction in conjunction with higher levels of self-reported emotional self-disclosure. Self-esteem among women was related to relationship variables, both the level of emotional self-disclosure and the relationship satisfaction as reported by the individual student. Self-esteem was not related to these variables in the male sample. Further research should focus on clarifying both the nature and the direction of the relationships suggested, and on the differences between young men and young women in the correlates and antecedents of relationship quality and satisfaction. (LLL)

"Hispanic Background and Linguistic Factors: Social Contexts for Reading Comprehension and Instruction" (Marino C. Alvarez); "Do or Die: School Violence, Teenage Suicide, and Educational Pressure in Japan" (Linda L. Arthur); "Expanding Literacy by the Use of Imaginative Literature in the Teacher-Education Classroom" (Marilyn G. Eanet); "Literacy through Literature: International Award Winning Children's Books" (Ira E. Aaron and Sylvia M. Hutchinson); "Memories and Written Remembrances: Creating a Link between Prior Knowledge and Children's Literature" (Kathy S. Neal and Barbara Everson); "How RIPE Promotes Change in Literacy Learning in Rural Schools" (Lawrence Erickson); "Examining Transmitters of Literacy: Factors Related to Performance on the NTE Test of Professional Knowledge" (Thomas Cloer, Jr. and Thomas McNeely); "Research on Teacher Effectiveness: Some Assertions for Teacher Educators" (James R. Olson); "Videodisc-Based Case Methodology: A Design for Enhancing Preserve Teachers' Problem-Solving Abilities" (Victoria J. Risko); "Literacy: The Impact of Technology on Early Reading" (Judy C. Shaver and Beth S. Wise); "A Survey of Teachers' Attitudes toward and Utilization of Computers in K-8 Classrooms" (Judith L. Long and Susan B. Steffey); "Activities and Adaptations for At-Risk Students: Students' and Teachers' Perceptions" (Richard J. Telfer and others); "An Analysis of the Themes in Students' International Peer Correspondence while Studying a Social Studies Unit about South America: A Pilot Study" (Shirley M. Pauler); "Short-Term Memory Demands of Initial Reading Curricula: Impact on Progress in Elementary School Reading" (Richard H. Bloomer and others); "Workplace Literacy Instruction and Evaluation: R.O.A.D. to Success" (Eunice N. Askov and Emory J. Brown); "Literacy: An International Perspective" (Sondra Rebottini); "Oral History as a Critical Pedagogy: Some Cautionary Issues" (James R. King and Norman A. Stahl); "Literacy and Programs for Culturally Diverse Students: Challenges for the Future" (Mary S. Benedetti and others); and "Defining 'Literacy': An Examination of Literate Communities" (Wayne Otto and others). The American Reading Forum bylaws are attached. (PRA)

ED 340 003 CS 010 783

Soiferman, Lisa Karen
The Efficacy of a Progrqam for Teaching Parents How To Read to Low-Achieving School-Aged Children To Increase Their Word Recognition and Comprehension.
PUB DATE- Sep 91
NOTE- 182p.; M.S. Thesis, University of Manitoba (Canada).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Foreign Countries; Intermediate Grades; *Low Achievement; Parent Education; *Parent Participation; Parent Student Relationship; Primary Education; *Reading Aloud to Others; *Reading Attitudes; *Reading Comprehension; Reading Instruction; Reading Research; Reading Strategies; *Word Recognition
IDENTIFIERS- Family Literacy

A study investigated the efficacy of a program designed to teach parents how to read to their low-achieving school-aged children to help increase the children's word recognition and comprehension. Parents whose children (grades 1-4) were receiving additional school assistance from a resource specialist were invited to enroll in the program. Fourteen parents were instructed once a week for 8 weeks in 2-hour time blocks, and were advised to read to their children every day

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Critical Thinking; *English Instruction; High Schools; Inservice Teacher Education; *Journalism; *Journalism Education; Postsecondary Education; Program Descriptions; Summer Programs; Writing Improvement; *Writing Instruction; Writing Skills
IDENTIFIERS- Ohio

The Dow Jones Newspaper Fund Intensive Journalistic Writing Institute, a 2-week summer workshop for Ohio high school teachers of journalism conducted in June 1991, demonstrated that the team of journalistic writing techniques and current composition pedagogy is unbeatable in fostering critical reading and writing skills. The institute focused on the concepts of audience, focus, form, and authority base to "redefine" journalism so that it would fit more comfortably into an English class and still be called "journalism." The workshop syllabus was grounded on six assumptions: (1) journalism teachers need to write; (2) the methods of teaching journalistic concepts are as important as the concepts themselves; (3) combining composition and journalism theory and pedagogy improves critical reading and writing skills; (4) the concept of intensive journalistic writing can work in stand-alone courses or in literature courses; (5) much can be accomplished by incorporating journalistic writing skills into literature and writing courses; and (6) new ideas will be produced as participants and coordinators of the institute work together. Months after the conclusion of the institute, the coordinators were still receiving revisions of revisions of course syllabi from participants of the workshop. (RS)

ED 340 023 CS 213 096

Redmann, Donna H.; And Others
Getting Published in Journals and Conference Proceedings. Symposium.
PUB DATE- 13 Nov 91
NOTE- 42p.; Symposium presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 13-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Conference Proceedings; Editors; *Faculty Publishing; Higher Education; *Publishing Industry; *Scholarly Journals; *Writing for Publication
IDENTIFIERS- Professional Concerns; Research Suggestions

Emphasizing the strategies that academic writers can use in their publishing endeavors, this collection of papers discusses getting motivated, getting manuscripts accepted for publication, preparing manuscripts, the editorial process, and other "tricks of the trade." Titles of papers in the collection are: "Getting Motivated to Publish" (Donna H. Redmann); "Identifying and Selecting Publishing Opportunities" (Joe W. Kotrlik); "Manuscript Preparation" (Michael F. Burnett); and "The Editor's Viewpoint of the Editorial Process" (Betty C. Harrison). A chart, "Publishing in Educational Journals" (Joe W. Kotrlik), listing factors such as circulation, acceptance rate, article length, style, and time to publication for 40 educational journals is attached. (RS) and how this constructive process of literacy development is related to more general cognitive development. The study also demonstrates how the principles and methods of developmental psychology, including the method of critical exploration, can be used to research and understand how children's concepts of writing change. Participants in the study were four children from an entering kindergarten class (the study was completed in their fifth year of school) in a small, urban non-sectarian private school. Weekly classroom observations and interviews were made, and all journal writing over the entire 5 years plus most of the folder writing for the last 2 or 3 years was collected. Results outlined the detailed year-by-year development of the four children to show how they each confronted certain fundamental semantic issues in the differentiation of literary genres and the manifestation of part/whole coordination within the writing domain. Findings indicate that learning to make meaning in writing is a developmental issue that children begin to construct as soon as they begin to write. Results suggested that individual differences could be understood within the whole continuum of writing development, allowing for more effective instruction for individual children. (One table and 11 figures are included; 24 references are attached.) (PRA)

ED 340 044 CS 213 128

Cothern, Nancy B.
Seizing the Power of Personal Journal Writing.
PUB DATE- 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Journal Writing; *Learning Processes; *Self Expression; *Student Journals; *Writing Attitudes; *Writing Instruction; Writing Research
IDENTIFIERS- *Personal Writing; Writing Contexts

The personal journal is a combination of class notebook and diary, a repository of entries which are recorded on a regular basis, are ungraded, and which remain confidential. As an instructional tool, the journal is virtually limitless. Studies have demonstrated the practical applications of journal writing for educators in the following areas: (1) as a potential tool for the development of language processes; (2) as a tool for development of organizational abilities; (3) as an opportunity to apply knowledge gained in academic and social settings; and (4) as a possible facilitator of positive attitudes towards literacy. In addition educational theorists report that personal journals offer writers a place to reflect on their roles within cultural groups--a place for introspection. Two primary implications for instruction may also be derived from the discussion of these studies. First, journal writing should be a voluntary activity in which students are encouraged to participate. Second, students may benefit from increased opportunities to make decisions regarding school, social, and independent activities. By increasing decision-making opportunities while providing and encouraging reflection through journal writing, teachers are facilitating students' awareness of selves within a culture. This knowledge develops simultaneously with increased reading/writing abilities, and possible, positive attitudes toward literacy. (Twenty-one references are attached.) (PRA) confident learners by developing high self-esteem, strong motivation, self-discipline, good health and fitness, and the ability to deal with stress. Following an introduction, the book's eight chapters are as follows: Helping Your Child Develop Self-Esteem; (2) How To Motivate Your Child; (3) Stress Affects Your Child's Learning; (4) Discipline and Learning; (5) Parents as Models; (6) Homework Is Home Learning; (7) Fitness and School Achievement; and (8) Working with the School. Each of the book's chapters includes practical suggestions and activities for fun and learning, for reading and writing, for recreation, for coping with stress, and for motivating children to learn effectively. Each chapter also presents lists of relevant books for parents, for children (in age categories 4-6, 6-8, and 8-10), and for parents and children to read together. (SR)

ED 340 063 CS 507 665

Henning-Stout, Mary
Gender Issues in Training: Voices at the Margins of School Psychology.
PUB DATE- 19 Aug 91
NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Cultural Context; *Females; *Graduate Students; Higher Education; *Humanistic Education; Language Role; *Nontraditional Students; Sex Differences; *Social Psychology; *Womens Education
IDENTIFIERS- Academic Community; *Academic Discourse; Psychological Gender

The entry of more "non-traditional" students into graduate social psychology programs brings varied life experiences into the field. Women in particular bring different experiences than those conventionally assumed by the academy. Research shows that many women who have succeeded in higher education did so by adopting "separate" knowing, which approaches knowledge as something that can be objectified and reduced to understandable parts. By contrast, "connected knowing" involves making sense of reality by examining experience in the context of relationships. Connected knowers often feel estranged from the academic world. Women's ways of being are strange to academia. Women often make their thinking public early in the process of forming ideas, and tend to view knowledge as dynamic, and use more tentative, less authoritative speech. Women are quick to assume collective knowledge, which can minimize any unique knowledge they may possess. While women are in the majority in graduate programs, they are less likely than men to pursue academic careers. Trainers must be aware of policies, practices, and curricula that may systematically exclude many qualified students and faculty from program participation. A number of options for addressing these circumstances are available. (SG)

ED 340 064 CS 507 667

Instructional Media: Comunication Skills. Advisory List.
PUB DATE- Aug 91
NOTE- 25p.; Linking Resources with North Carolina Curriculum.
LANGUAGE- English

recognizing the place and function of such values as freedom of expression, honesty, and creativity. Promotion of surface skills alone is an inadequate rationale for establishing and administering forensic programs; the focus must be on student development. Team members' views of listeners reflect their forensic program's philosophy. Participants should view audiences as an essential part of forensics. Coaches should encourage debaters to channel forensic participation beyond tournament settings to develop flexible, comprehensive skills. Program dimensions must also pay attention to language sensitivity and utilization, rejecting practices that use language as a means to deceive or mislead listeners and that use specialized language for a narrow audience. In addition, forensic coaching must integrate research, laboratory skills, and competencies. Students should be encouraged to take part in diverse kinds of forensic competitions. Comprehensive programs promote student growth, an achievement that is impossible with more limited participation. Coaching should encourage ethical values and discussion of social issues. Practice can improve student development, and rewards can motivate continued improvement. The forensic coach should serve as a role model of the ethical person. (Seventeen references are listed.) (SG)

ED 340 084 EA 022 270

Thom, Douglas J.; Klassen, Daniel
Education and Its Management: Science, Art, and Spirit.
PUB DATE- 88
NOTE- 364p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; *Administrative Principles; *Administrator Effectiveness; Administrator Role; *Book Reviews; Decentralization; *Educational Administration; Efficiency; Elementary Secondary Education; Foreign Countries; Public Support; *Theory Practice Relationship
IDENTIFIERS- *Canada

From the 1960s to the present, the complexion of educational administration has changed greatly. One reason is growing public demand for input into educational decision-making; other factors are found in accountability, evaluation, opportunities for women, human rights, teacher militancy and collective bargaining agreements, changing enrollment trends, pluralism and multicultural concerns, professional development efforts, special education, independent schools, and restricted budgets. This book, comprised largely of reprinted articles from Canadian publications, attempts to consolidate information and critique the existing concepts, procedures, and values inherent in educational administration. This approach is supported by the disproportionate amounts of stress, burnout, and role ambiguity in educators; the discrepancy between educational objectives and real life; and the public's lack of confidence in education. The eight articles in part I address the current Canadian scene, and part II reviews five relevant books concerning educational and private-sector management issues. Part III articles capture the essence of administration, touching on bureaucracy, administering without ulcers, democracy in home and school, theory-practice concerns, graduate student selection, and publishing issues. Part IV discusses the future of educational administration, focusing on governance and instruction. Second-generation reform policies, which featured the states, are discussed next. The two waves within this second era focused on state regulation of instruction and practice and on issues of professionalism and local responses, respectively. Different objectives, notions of the "problem," assumptions about policy solutions, and social/political contexts characterize each generation of educational policy. A conclusion is that the complexity of teaching practice prevents generalized, consistent change by policy. (31 references) (LMI)

ED 340 106 EA 023 522

Hannaway, Jane; Talbert, Joan E.
Bringing Context into Effective Schools Research: Urban-Suburban Differences.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 91
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Environment; *Effective Schools Research; High Schools; Institutional Environment; Instructional Leadership; Rural Schools; *School Effectiveness; *Suburban Schools; *Urban Schools

Findings from a study that examined the relationship between external environmental factors and effective school conditions are presented in this paper. A focus is on the ways in which the different "educational worlds" of urban, suburban, and rural high schools shape internal school processes. Methodology involved an analysis of the relationship of principal leadership and the teacher community to three categories of context variables--student characteristics, staff composition, and organizational context. High School and Beyond, a national longitudinal program, provided the data sources--a 1984 survey of 321 high schools and 4 data files on student, school, administrator, and teacher characteristics. Findings indicate that although the school systems differed in their social, political, and organizational settings, collegial support and principal leadership were fairly equally distributed across schools in the three sectors. Gender and district size were also significant variables. A recommendation is made for conducting "tailor-made" studies with a broader scope of analysis to formulate sensible policies within different settings. Three tables are included. The appendix contains measures of school organization variables. (20 references) (LMI)

ED 340 107 EA 023 525

Coy, Roger L.; Hopfengardner, Jerrold D.
Showcasing Excellence: A Case for Elementary School Regional Accreditation.
PUB DATE- 91
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accreditation (Institutions); *Educational Assessment; Elementary Education; *Elementary Schools;

diversification and other choice issues, such as magnet and charter schools and plans for high school/postsecondary enrollment options. Appendices contain a data matrix and program descriptions of 10 states with formally implemented open enrollment/choice provisions--Arizona, Colorado, Idaho, Iowa, Minnesota, Nebraska, Ohio, Utah, Washington, and Wisconsin; descriptions of informally implemented programs in Arizona, Alabama, Massachusetts, Missouri, Oregon, and Vermont; a legal briefing on constitutional issues regarding sectarian schools; and a description of Minnesota's 1991 Outcomes Based "Charter" Schools program. (LMI)

ED 340 129 EA 023 579

Polizzi, Kenneth G.; And Others
Designing a School-Based Decision-Making Training Program through Real-Life Experiences.
PUB DATE- Nov 91
NOTE- 7p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 13-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Planning; *Decision Making; Elementary Secondary Education; *Models; *Participative Decision Making; Problem Solving; *Professional Training; *School Based Management

School based decision making (SBDM) has become one of the of hottest issues in education today. In SBDM the local governing body consists of parents, teachers, community members, and school administrators responsible for the legislative duties of running their school. Since most decision-making programs are geared for use in business settings rather than school settings, a training model to improve team decision-making based on observations of seven school-based decision-making committees in seven deregulated schools was developed. The model develops a new set of attributes that characterize the typical decisions faced by such councils. Stages of the decision-making process are described, which include: (1) stating the problem; (2) specifying and rephrasing the problems; (3) identifying available information; and (4) determining the support needed for implementation. Finally, the decision is evaluated and necessary changes are made. (LMI)

ED 340 130 EA 023 580

Beaver, John F.
Sharing the Vision, Power, and Experience: Advocating Technologically Competent Administrators.
PUB DATE- Oct 91
NOTE- 21p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 23-25, 1991). For a related document, see ED 334 683.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Administrator Effectiveness; *Administrator Qualifications; *Computer Literacy; Elementary Secondary Education; Leadership; *Management Development; Professional Training; *Technological Advancement; *Technological Literacy

Rehabilitation Act of 1973); (3) "How should schools respond to students enrolled in special education programs who use drugs and/or alcohol?" (develop awareness and prevention activities and referral to treatment efforts); and (4) "How can schools and educators deter students enrolled in special education programs from using drugs and alcohol?" (despite the lack of effectiveness data on school-based prevention programs, there is some evidence that schools can provide quality educational services and coordinate with other agencies). Includes 10 references and a list of 4 additional resources. (DB)

ED 340 151 EC 300 800

HIV Prevention Education for Exceptional Youth: Why HIV Prevention Education Is Important. ERIC Digest #E507.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 3p.; For a related document, see EC 300 808.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Communicable Diseases; *Disabilities; *Disease Control; Elementary Secondary Education; Health Promotion; *Prevention; Public Health; *Teaching Methods
IDENTIFIERS- ERIC Digests

This digest summarizes available information on the importance of HIV (human immunodeficiency virus) prevention education efforts for students with disabilities. The digest notes these students' increased risk of HIV infection due to their lack of knowledge, misinformation, poor social skills, low self-esteem, poor judgement, and tendency to let others control them. Estimates of the numbers of special education students with various handicaps receiving HIV prevention education are provided. The purposes of HIV prevention education are outlined, and the importance of focusing on the linkage of personal behavior to HIV infection is stressed. Includes five references and six resources. (DB)

ED 340 152 EC 300 801

Guetzloe, Eleanor C.
Suicide and the Exceptional Child. ERIC Digest #E508.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *At Risk Persons; Elementary Secondary Education; *Emotional Disturbances; Identification; Incidence; Intervention; *Prevention; Program Development; Program Effectiveness; Referral; Student Behavior; *Student Evaluation; *Suicide; Teacher Role

Opportunities; High Schools; Job Placement; Personal Autonomy; Postsecondary Education; Recordkeeping; Rehabilitation; *Self Determination; Services; Transitional Programs; *Vocational Rehabilitation
IDENTIFIERS- *Self Advocacy; Social Security Benefits

This issue presents nine articles which address identifying, pursuing, and obtaining postsecondary training and employment by youth with disabilities. It discusses how families and professionals can help young people develop important self-determination and self-advocacy skills. It also introduces adult service systems to aid in obtaining postsecondary training, employment, and services such as transportation assistance, adaptive equipment, or medical care. Employment options are also explored, as well as the various types of educational institutions available to prepare these youth for employment. Concerns such as reasonable accommodation, accessibility, and the need to keep records are also discussed. This issue concludes with a listing of resources. Individual articles have the following titles: "Self-Determination Revisited: Going Beyond Expectations" (Michael J. Ward); "Employment Options"; "Adult Systems"; "Reasonable Accommodation"; "The Importance of Keeping Records"; "Work Incentives in SSI and SSDI"; "Postsecondary Education and Training Opportunities"; "Other Avenues to Employment"; and "Taking Action." A bibliography of 47 items is provided as well as a listing of materials from the HEATH Resource Center and a listing of 26 organizations. (DB)

ED 340 171 EC 300 821

Bruder, Mary Beth; McCollum, Jeanette
Analysis of State Applications for Year 4: Planning for the Personnel Components of Part H of IDEA.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 27 Sep 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Certification; Civil Rights Legislation; *Compliance (Legal); *Disabilities; Early Intervention; *Federal Legislation; *Inservice Education; Inservice Teacher Education; Interdisciplinary Approach; Preschool Education; Special Education; Staff Development; *State Standards; Statewide Planning
IDENTIFIERS- *Education of the Handicapped Act Amendments 1986; *Individuals with Disabilities Education Act Part H

This analysis reports on the plans for special education personnel development by those states submitting fourth year applications under Part H of Public Law 99-457, the Education of the Handicapped Act Amendments (1986). The eight states--Colorado, Hawaii, Idaho, Illinois, Maryland, Montana, North Carolina, and Texas--used a variety of approaches in addressing the law's two primary components: (1) standards for early intervention personnel; and (2) a Comprehensive System of Personnel Development (CSPD). The report presents findings by specific legislative and regulatory requirements including the following: disciplines included (audiologists, special educators, nurses, nutritionists, occupational therapists, physical therapists, physicians, psychologists, social workers, speech/language pathologists); personnel standards (including "highest standards," infancy specialization, and assurance of disease (N=33) to matched, same classroom peers using a measure of social reputation, the Revised Class Play (RCP). All children were ages 8 to 15. Each child's classroom teacher completed the RCP, which assesses sociability-leadership, aggressive-disruptive, and sensitive-isolated interpersonal qualities. Analysis showed children with cancer were nominated more often for roles on the sociability-leadership dimension and less often for roles on the aggressive-disruptive factor. Brain tumor survivors were nominated more often for sensitive-isolated roles. Children with sickle cell disease were not significantly different from peers. Results suggest that chronic illness per se does not have a negative impact on children's social reputation. The data demonstrated that the stressful life events associated with cancer or sickle cell disease did not have a significant negative impact on school adjustment for school-aged children with these diseases. Includes 29 references. (DB)

ED 340 191 EC 300 841

Rogow, Sally M.
Language and Communication in the Absence of Speech: A Case Study.
PUB DATE- 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingualism; Case Studies; *Communication Disorders; Communicative Competence (Languages); Epilepsy; *Expressive Language; *Language Acquisition; Longitudinal Studies; Physical Disabilities; *Receptive Language; Severe Disabilities; *Speech Acts; *Speech Handicaps

This case study reports on the language development of a child with severe speech and multiple handicaps resulting from "severe epileptic encephalopathy" who is, however, able to competently read, write, and comprehend two languages (English and Cantonese) but does not initiate conversations. Data were gathered as a result of weekly home visits over 8 years (beginning when the child was 2.5 years old). The case is interpreted in the context of speech act theory. Analysis of the child's receptive language skills are reported for: responses to "Wh" questions; classification; sentence completions; word knowledge; and reading comprehension. Her expressive skills (using writing or Morse Code) are analyzed for: mean length of utterance; variety of parts of speech used; variety of sentence types used; complexity of sentence patterns; and language interactions and conversation. Results suggest that a high level of language comprehension and ability to read and write does not automatically transfer to conversational competence or narrative ability. Conclusions also suggest the importance of interactive language experiences for children who depend on augmented and assistive systems. Includes 18 references. (DB)

ED 340 192 EC 300 842

Metz, Isaura B.; Hoot, James L.
Crossroads: Cooperative Transagency Program for Preschool Culturally/Linguistically Diverse Exceptional Children. Final Report, November 1987-November 1990.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Nov 90
NOTE- 49p.
LANGUAGE- English

Learning" (David Little); "Learner Autonomy in Practice" (Leni Dam); "Letting Go" (Judith Hamilton); "Autonomy In Our Primary School" (Jane Johnson, Harinder Pardesi, Chris Paine); "Collaborative Learning: Taking the First Steps" (Vee Harris, Gerard Noyau); "First Steps Towards Autonomy for Pupils with Learning Difficulties" (Bernardette Holmes); "Responsibility and Resources" (Vaughan Malcolm); "Flexible Learning North East Modern Languages" (Angela Nichols, Carole Shepherd); and "Developing Reading at Bushfield School" (Ann Swarbrick). (MSE)

ED 340 211 FL 019 924

Page, Brian, Ed.
What Do You Mean...It's Wrong?
PUB DATE- 90
NOTE- 121p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Error Correction; Foreign Countries; Intermediate Grades; Secondary Education; Second Language Instruction; *Second Languages
IDENTIFIERS- *United Kingdom

A collection of seven essays on errors in second language learning focuses on secondary school instruction in the United Kingdom. The essays address three questions that a foreign language learner might ask the teacher, including: What do you mean, it's wrong?; What do I have to do to make it better?; and Why should I get it right anyway? The first question requires the teacher to define a defective performance, and the second asks what action is to be taken to improve the performance. The third question arises from the communicative competence approach, suggesting that grammatical mistakes should not affect communication. The papers are: "Mistakes Are the Mistake" (Keith Morrow); "The Concept of 'Duly Performed'" (Stella Marsh); "The Many Sorts of Error" (Richard Beaton); "Learner Autonomy" (Rosemary Olivier); "GCSE Assessment Criteria and Their Messages for the Learner" (Brian Page); External and Internal Assessment: A Discussion of Two NFER Projects" (Peter Dickson); and "Why Do I Have To Get It Right Anyway?" (Brian Page). (MSE)

ED 340 212 FL 019 925

Geach, June; Broadbent, John
Coherence in Diversity: Britain's Multilingual Classroom.
PUB DATE- 89
NOTE- 172p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Accreditation (Institutions); Bengali; Bilingual Students; Case Studies; Chinese; Classroom Techniques; *Cultural Pluralism; Curriculum Development; *Educational Policy; Educational Research; Elementary Secondary Education; English (Second Language); Foreign Countries; Immigrants; Instructional Effectiveness; Instructional Materials; Italian; *Language Maintenance; Language Research; Modern Languages; *Multicultural Education; *Native Language Instruction; Public Policy; Teacher Education; Uncommonly Taught Languages; Urdu
IDENTIFIERS- *Community Language Learning; *United Kingdom

A collection of essays focus on multilingualism and cultural diversity in United Kingdom schools, with emphasis on secondary education in some articles. The papers are: "Towards a Policy

ED 340 231 FL 019 94[illegible]

Perrine, Byron K.
What Works in My Classroom. Ideas for Content Design Team for the 1991 Foreign Language Professional Development Seminar.
PUB DATE- 25 Oct 91
NOTE- 9p.; Information presented on the Kentucky Educational Television Foreign Language series, "Star Channels" Professional Development Seminars (October 25, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comparative Analysis; Foreign Countries; *German; Higher Education; Immersion Programs; Relevance (Education); *Second Language Instruction; *Second Language Learning; *Teacher Role; Teaching Methods
IDENTIFIERS- *Germany

Techniques learned in the Goethe-Institut German classroom in Germany, are described and recommended for American use, particularly the immersion approach and emphasis on variety in instructional activities. Other features are also discussed, including: the role of a teacher's willingness to provide multisensory activities, creative use of the basal text, individualized instruction, an emphasis on proficiency rather than simply earning credits, ways to "de-mystify" foreign language, and networking with professional organizations and cultural ministries. Implications of the new Europe of 1992 for language learning are noted. (LB)

ED 340 232 FL 019 949

Byrnes, Deborah A.; Kiger, Gary
Teacher Attitudes about Language Differences.
PUB DATE- Oct 91
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Resources; Elementary Secondary Education; *Language Attitudes; *Language Role; *Limited English Speaking; Negative Attitudes; Preschool Education; Second Language Learning; *Teacher Attitudes; *Teacher Qualifications

A survey of 184 regular classroom teachers at a summer workshop at a state university in the Rocky Mountain Region investigated teacher knowledge and attitudes about linguistic diversity in the classroom. Data was gathered on the teachers' background, kind and amount of assistance provided to teachers with limited-English-proficient (LEP) students in their classes, perceptions about teaching LEP students, and attitudes toward having LEP students in their classrooms. Results indicate that: (1) teachers had misconceptions about teaching language learning; (2) they did not often receive the kind of support needed for teaching students in this population; and (3) negative language attitudes may be a barrier to a positive learning experience for the LEP child and other students in the classroom. Policy recommendations include additional support for teachers of LEP students, and pre- and in-service training regarding language learning. It is also seen as important for teachers to examine their own language attitudes. (MSE)

ED 340 233 FL 019 950

fine arts (painting). Extensive hands-on experience was also incorporated into lessons. For each lesson plan, goals, content objectives, language objectives, activities, grammar, vocabulary, and materials were identified. Difficulties arose in locating authentic source materials and in learning how to make a lesson manageable for the students. Evaluation questions are noted (e.g., middle school/high school articulation, questions of credit, parent reactions), and the lesson plans for the units on the bee and immigration are included in this report. Contains 9 references. (LB)

ED 340 253 FL 019 989

Curtin, Jolinda
Family Kindergarten = Kinder para familias.
PUB DATE- Aug 90
NOTE- 58p.
LANGUAGE- English; Spanish
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bilingual Education; *Evening Programs; *Family Involvement; Homework; Kindergarten; Language Skills; Mathematics Instruction; *Parent Participation; Parents as Teachers; *Parent School Relationship; Primary Education; Reading Instruction; Records (Forms)
IDENTIFIERS- California; Corona Unified School District CA

The Family Kindergarten program designed and pilot tested by a bilingual kindergarten teacher at Garretson Elementary School in Corona, California, is described. Based on the premise that parents are the most important and influential educators of children, Family Kindergarten was conceived as an evening class that includes parents and children working together. It is currently offered at five elementary schools in the school district, and positive results include increased volunteerism in the schools and parents who have become advocates for school reform. The program budget is reported, along with information on suppliers, announcements, parent letters, a calendar of events, reminders, and program letterhead. Five sections, which comprise the bulk of this report, are as follows: Session I (Kindergarten Homework); Session II (Reading with Your Child); Session III (Mathematics 1); Session IV (Language Development); and Session V (Mathematics 2 and Evaluation). Each section contains a lesson plan, agenda, and supplemental materials. Materials are in both English and Spanish. (LB)

ED 340 254 FL 019 995

Yildiz, Nancy; And Others
Survey of English Language Institutes in Indonesia. First Edition.
PUB DATE- Sep 91
NOTE- 405p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *English (Second Language); Foreign Countries; Glossaries; Higher Education; *Institutes (Training Programs); Language Tests; Professional Associations; *Second Language Learning; Study Abroad
IDENTIFIERS- *Indonesia

technology. The review also identifies 10 barriers to commercialization and makes recommendations for overcoming them. The barriers to commercialization, ranked in order of importance, include high costs of capital funds; lack of tax incentives; poor integration of manufacturing, design, and research; lack of intellectual property protection; complacency and dependence on the domestic market; restrictive trade policies in foreign markets; federal and state health and safety regulations; export controls on advanced technologies; product liability laws; and antitrust restrictions. (KC)

ED 339 794 CE 051 066

Green, Bert F., Jr., Ed.; Wing, Hilda, Ed.
Analysis of Job Performance Measurement Data. Report of a Workshop.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.; Office of the Assistant Secretary of Defense for Force Management and Personnel (DOD), Washington, DC.
PUB DATE- 88
NOTE- 60p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Armed Forces; Career Education; *Criterion Referenced Tests; *Data Analysis; Data Collection; *Evaluation Criteria; *Job Performance; *Measurement Techniques; *Military Service
IDENTIFIERS- *Army

This report describes a workshop at which Army researchers presented some results from the first phase of a two-phase Joint-Service Project. (The objective of this phase was to determine if technically adequate criterion measures can be developed that are representative of job performance.) Part I of the report presents the preliminary results of the research of the Army's Project A, a selection and classification project. It describes the data collection and the Army researchers' analysis and preliminary conclusions based on those data and concludes with the Committee on the Performance of Military Personnel's reaction to the Army's efforts, as they pertain to the Joint-Service Job Performance Measurement/Enlistment Standards Project. Part II consists of a series of recommendations to the Job Performance Measurement Working Group for a core set of analyses of the job performance data collected by the Services over the past several years. The recommendations fall into two broad categories. The first and larger set deals with scientific evaluation of the performance data, including recommendations on scoring and scaling, handling missing data, reliability analysis, and exploring score relationships. The concluding set of recommendations concerns analyses specifically designed to labor force policy decisions. (YLB)

ED 339 795 CE 051 416

Tyau, Layton M.
Reducer Selection When Doing Overall Paint Jobs Using Enamel Paints. Lesson Plan No. 1 of Auto Repair and Painting.
PUB DATE- 22 Nov 88
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

Coyle-Williams, Maureen
Vocational Education and the At-Risk Student. TASPP Brief.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Aug 89
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Persistence; *Dropout Prevention; Dropout Programs; *Dropouts; Educational Change; *High Risk Students; High Schools; Noncollege Bound Students; School Holding Power; *Vocational Education

Vocational education is one of the strategies most frequently cited as a dropout prevention measure, and some schools can document such program outcomes as increased student attendance, retention, and graduation rates. Disadvantaged youth who take vocational courses are less likely to be unemployed and more likely to obtain better-paying jobs. Dropout rates for youth from households with low-income, low-skill wage earners and limited educational backgrounds have been reported at about three times the rate of those from the high end of the socioeconomic scale. Dropouts are 2.5 times as likely to be unemployed as are their peers who graduated. By age 25, even employed dropouts earn only two-thirds the income of graduates. The costs of dropouts to society are staggering: $41 billion per year spent on welfare programs; $16 billion annually spent on teen pregnancy welfare; $25 billion spent on remediation and lost productivity in U.S. businesses every year; and $240 billion in lost lifetime earnings and taxes for each year's dropouts. Recent school reforms have negatively affected potential dropouts by producing watered-down courses for at-risk students and by requiring more academic courses at the expense of vocational course. A 2-year study of the plight of 16- to 20-year-old noncollege-bound students recommended continued public and private sector attention to cooperative education, internship, apprenticeship and other forms of hands-on, experiential learning. (The document contains 24 references.) (CML)

ED 339 815 CE 053 392

Introduction to Financial Services. Teacher Edition. Financial Services Series.
PUB DATE- 89
NOTE- 410p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accounting; *Banking; Bookkeeping; Business Correspondence; Business Education; *Credit (Finance); *Finance Occupations; *Financial Services; Mathematics Skills; *Money Management; Office Occupations; Proofreading; Telephone Usage Instruction
IDENTIFIERS- Oklahoma

This document contains teacher's materials for a course designed for 11th- and 12th-grade students who are interested in pursuing a career in financial institutions. The course consists of six instructional units: orientation, personal money management, the wise use of credit, negotiable instruments, communications, and security. Depending on the and library books. Respondents were more satisfied with human than nonhuman resources. The most frequently mentioned reason for learning was necessity. The average learner spent approximately $1,000 per year. Respondents did not realize economic benefits in 68.42 percent of their learning activities. The most frequently identified category of learning for the next year was cultural; the most frequently mentioned resource was paid teachers. Learning providers exhibited a wide range of teaching skills at various levels of proficiency. (Appendixes include 10 references and 22 data tables.) (YLB)

ED 339 834 CE 059 742

Cassara, Beverly Benner
Reflections on International Literacy Year.
PUB DATE- 29 Oct 90
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Salt Lake City, UT, October 29, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Developed Nations; *Developing Nations; Economic Development; Foreign Countries; *Illiteracy; *Literacy Education; Nonformal Education
IDENTIFIERS- *International Literacy Year 1990

The International Taskforce on Literacy, which is composed of nongovernmental organizations, has carried the literacy message to people everywhere. Two particularly noteworthy activities of the Taskforce are the People's Launch of International Literacy Year at the International Council for Adult Education conference in Thailand in January 1990 and the Book Launch. The theory, methodology, and practice of the literacy movement has evolved considerably and for the better over the past 2 decades. The first stage was the equating of nonformal education with literacy training in developing countries. The next stage, primarily in developing countries, involved an attempt to tie literacy and numeracy training to specific work situations to keep learners motivated. Problems that arose in this stage included the issue of empowerment and the language question, that is, teaching the native language or English. In a possible third stage, illiteracy was seen as a problem for the developed as well as developing countries. A new development emerged, a thrust to involve learners in assessing their own needs. This involvement would allow learners to participate in program planning, design, and implementation. One more stage in the literacy movement is the illiteracy that all share in a developing world. Even educated people are illiterate in many aspects of life, such as technology, health, human communications, social reform, or spirituality. (YLB)

ED 339 835 CE 059 743

Brown, Clair; And Others
Skills and Security in Evolving Employment Systems: Observations from Case Studies.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

ED 339 852 CE 059 774

Mageean, Pauline
From Senior Secondary to TAFE: Curricular Implications for TAFE of Increased Retention to Year 12.
PUB DATE- 91
NOTE- 112p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Persistence; *Articulation (Education); College School Cooperation; Comparative Analysis; *Curriculum Development; Dropouts; Foreign Countries; *High School Graduates; Postsecondary Education; *School Holding Power; Secondary Education; Technical Education; *Vocational Education
IDENTIFIERS- *Australia; *TAFE (Australia)

A project examined the interface between schools and technical and further education (TAFE) in Australia and between schools and post-school vocational education in other countries. It focused on the effect of increased retention to year 12 on TAFE curricula. Information was gathered through a literature search, interviews with curriculum staff, and questionnaires sent to TAFE head teachers (252 of 422 responded) and state/territory senior curriculum officers (19 of 22 responded). Findings indicated that, although senior secondary retention rates were steadily growing across Australia, the number of academically more able students entering apprenticeships was not rising proportionally. Retention was related to socioeconomic background, type of school attended, location, and ethnicity. Senior secondary/TAFE linked courses increased the range of curriculum options for students and motivated some students in ways more traditional school subjects could not. Existing formal advanced standing arrangements between secondary education and TAFE were very limited. A key issue was the balance between a general education for the individual and vocational training for industry and the need for post-compulsory schooling relevant for all. Retention rates were only beginning to have an impact on TAFE curricula. In comparison with other countries, Australia's participation in post-compulsory education was still only in the average to low-average range. Recommendations are made for strategies to promote the importance of education and training to the community and for increased joint curriculum development. (Appendixes include 48 references, a comparison of TAFE and school business studies courses, questionnaires, and a report on schools/TAFE linked courses.) (YLB)

ED 339 853 CE 059 775

Bruhn, Peter; Guthrie, Hugh
Designing Learning Guides for TAFE and Industry.
SPONS. AGENCY- Australian Committee on TAFE Curriculum.
PUB DATE- 91
NOTE- 141p.; Some graphics will not reproduce legibly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; Competency Based Education; Computer Managed Instruction; Independent

Disadvantaged Youth; Employment Patterns; *Ethics; *High Risk Students; *Interpersonal Communication; *Job Search Methods; *Leadership; Listening Skills; Moral Values; Objectives; Parliamentary Procedures; Problem Solving; Secondary Education; Self Esteem; *Special Needs Students; Speech Skills; Stress Management; Teamwork; Vocational Education

This manual assists teachers in providing adaptations for disabled and disadvantaged students to ensure their success in the regular vocational classroom and to meet requirements of the new vocational education standards in Iowa, which call for a competency-based curriculum. Introductory pages include strategies for teaching special needs students; at-risk referral form, checklist, and questionnaire; and competency certificate and evaluation form. The manual contains two sections, "Leadership" and "Job Getting and Keeping." Each section contains units that include objective statements, subobjectives, activities, and examples. The first section consists of 11 units: goals; communication--listening skills; communication--interpersonal skills; communication--group skills; communication--speaking skills; communication--delegation; communication--organize an event; communication--parliamentary; personal management--problem solving; personal management--self-esteem; and personal management--stress management. Job getting, job keeping, and ethics are the units in the second section. (NLA)

ED 339 871 CE 059 811

Workplace Literacy Partners for the Manufacturing Industry in Chicago and Cook County. Final Performance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 91
NOTE- 46p.; For a related document, see CE 059 812. Type on p.21 of document fades on right.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Literacy; Basic Skills; Competency Based Education; Curriculum Guides; English (Second Language); Industrial Training; Job Skills; *Manufacturing Industry; Needs Assessment; One Parent Family; Program Evaluation; Resource Materials
IDENTIFIERS- *Customized Training; Illinois (Chicago); Illinois (Cook County); *Workplace Literacy

A workplace literacy project had two goals: (1) to improve the productivity and efficiency of the manufacturing industry in Chicago and Cook County, Illinois, by providing workplace literacy instruction to workers who lack the basic skills required for their jobs; and (2) to improve educational programs to meet manufacturing industry needs by developing a curriculum resource guide. Seven original objectives were met (and sometimes exceeded): (1) literacy audits and needs assessments were conducted for eight original manufacturing companies and five additional companies; (2) assessment instruments were developed/selected; (3) competencies and basic skills were identified and customized curricula were developed; (4) 21 instructors were trained; (5) 1,302 workers were pretested and trained; (6) 86 modules were scheduled and instruction provided to 661 participants; and (7) participants' learning was measured. A final evaluation collected data through interviews, class observations, and questionnaires, concluding that companies were generally satisfied with the program and both workers and management liked the customized

A section on learning and evaluation experiences contains suggestions for applying principles of mathematics, science, and language arts to specific home economics content areas. Suggestions are intended to provide usable activities for classroom implementation, and adaptations for exceptional students are suggested. Educational trends involving integrated instructional approaches, critical and higher-level thinking skills, and cooperative learning are addressed in the final section of the book. Eleven teaching aids (handouts or transparency masters) and 20 references are included. The book is indexed. (KC)

ED 339 889 CE 059 845

Advanced Food Science and Nutrition Reference Book.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Vocational Programs.
PUB DATE- Jul 91
NOTE- 331p.; For the related curriculum guide, see ED 306 383.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Classroom Techniques; *Cooking Instruction; *Course Content; Curriculum Guides; Food; *Food Processing Occupations; Food Service; *Foods Instruction; Home Economics Skills; Learning Activities; *Nutrition Instruction; Occupational Home Economics; Secondary Education; Teaching Methods; Test Items; Transparencies; Units of Study

Developed with input from personnel in the industries, this reference book complements the curriculum guide for a laboratory course on the significance of nutrition in food science. The reference book is organized into 25 chapters, each beginning with essential elements and objectives. Within the text, italicized, bold-faced vocabulary terms are included with definitions or explanations. Illustrations also are included, and chapter summaries and vocabulary sections are provided for each chapter. A review section and a critical thinking section also are included in each chapter, and an index of technical terms appears at the end of the book. The chapters cover these topics: economics and the world food supply; nutrition and health; special dietary needs; retaining nutrients in food; food additives; the world food supply; food and nutrition from an international perspective; scientific and creative aspects of food processing and marketing; safety and sanitation; methods for processing foods; the impact of food processing; quality of food products; forms of food products; manipulation of food products; cooking utensils; effects of temperature on food products; leavening agents; principles of protein, vitamin, and carbohydrate cookery; fat absorption in food preparation; making food products more nutritious; new forms and sources of foods; research in nutrition and food science; technology and food and nutrition; reliable nutrition information; and careers in nutrition and food science. There are 20 references. (KC)

ED 339 890 CE 059 846

Apparel and Textiles Production, Management, and Services. Curriculum Guide.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Vocational Programs.
PUB DATE- Jul 91

Special Populations. A Follow-up of 1987-1988 Suggestions and Recommendations. ICoVE's 1989-1990-1991 Report.
PUB DATE- 91
NOTE- 79p.; For related documents, see ED 338 821 and CE 059 866-869.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Cooperative Programs; Coordination; Correctional Education; *Delivery Systems; Educational Finance; Education Work Relationship; Job Training; Labor Force; Performance Factors; Postsecondary Education; Poverty Areas; Private Sector; Program Development; Program Effectiveness; Regional Cooperation; Secondary Education; Services; Sex Stereotypes; *Special Needs Students; State Standards; *Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; *Illinois; Job Training Partnership Act 1982

This 3-year follow-up report describes actions taken by the Illinois Council on Vocational Education (ICoVE) during 1989, 1990, and 1991. It addresses the 66 suggestions and 56 recommendations of 9 technical reports (spanning 1987 and 1988) related to special populations. Recommendations from 1987-88 and follow-up actions are reported on the following topics: vocational education funds; targeted populations; sex-role stereotyping; serving economically depressed areas; support services for students; Job Training Partnership Act (JTPA) 8 percent funds; adequacy and effectiveness of JTPA; perceptions affecting coordination; and correctional education. The following recommendations are made: (1) establish performance standards; (2) retrain, upgrade, and maintain the work force; (3) provide services for special populations and improve program access; (4) identify program service needs; (5) facilitate preparation for work; and (6) identify private sector commerce, industry, and labor needs for education and job-specific preparation. ICoVE membership list is included. (NLA)

ED 339 908 CE 059 871

McLean, Gary N.; Rocheford, Rita M.
The Influence of Gender on Participation in an Adult Professional Training Setting: A Pilot Study. Project Number Forty-Six.
PUB DATE- Jun 91
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adults; Classroom Observation Techniques; Females; *Group Dynamics; Males; Postsecondary Education; Professional Development; *Professional Education; Sales Occupations; *Sex Differences; Sex Fairness; *Student Participation

A study was undertaken to determine if men dominated classroom participation in an adult professional training setting. A literature review identified a number of studies exploring classroom participation based on gender, but no study within a training environment was identified. The study was conducted in a mandatory sales training course, called Pro Training, in which new residential sales associates were prepared for their profession. The trainer of the 4-week course was a male. The training methodology included small group discussion, case

case studies, an overview of the history of juvenile justice, a 16-item annotated bibliography on interdisciplinary literature, and a list of 123 references. The following programs are described in the case studies: the Massachusetts Department of Youth Services Statewide Model of Community-Based Alternatives; the Kenosha County (Wisconsin) Department of Social Services County-Based Public-Private Partnership; Adelphoi Village in Pennsylvania, a Child Care Approach to Service Delivery; the Tri-County Mentor/Monitor Program of Specialized Foster Care in Oregon; and a Community Intensive Day Treatment Model for Youth in six counties of Alabama. (KC)

ED 339 926 CE 060 024

Apparel and Textiles Production, Management, and Services. Reference Book.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Vocational Programs.
PUB DATE- Sep 90
NOTE- 434p.; For corresponding curriculum guide, see CE 059 846.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Classroom Techniques; *Clothing; Clothing Design; *Clothing Instruction; Fashion Industry; Home Economics Skills; *Laundry Drycleaning Occupations; Needle Trades; Occupational Home Economics; Secondary Education; *Sewing Instruction; Sewing Machine Operators; *Textiles Instruction; Units of Study

Developed with input from personnel in the industries, this reference book complements a matching curriculum guide for a course on the textiles and apparel industries. The book emphasizes job skills and the attitudes and interpersonal skills needed for successful employment in the textiles/apparel industry. Each of the 22 chapters of the book begins with one or more essential elements and objectives. Within the text, highlighted vocabulary terms are defined or explained. Chapter summaries, vocabulary sections, and review questions are provided for each chapter. A 34-item reference list and an index of technical terms appear at the end of the book. The chapters cover these topics: the textiles and apparel industries; job success in these industries; maintaining customer relations; safety and sanitation; goals, policies, and procedures; textiles and apparel--terminology, use, and care; selection of fabrics and notions for garment design; elements and principles of design; sewing, repairing, and pressing techniques; measuring for custom-made garments; pattern alteration procedures; unit construction techniques; garment alterations--fitting; garment alterations--adjustments; quality in apparel and accessories; coordinating apparel and accessories; marketing--promotions and special events; visual merchandising; use and care of sewing and pressing equipment; receiving, marking, and identifying laundry and dry cleaning; laundry and dry cleaning procedures; and safety and sanitation for laundering, pressing, and dry cleaning. (KC)

ED 339 927 CG 023 828

Musser, Carolyn Sue
Affiliation Related to Age, Gender, Identity, and Marital Status: A Confirmatory Study of C. Gilligan's Postulate.
PUB DATE- 9 Jan 90

DESCRIPTORS- *Child Abuse; *Child Neglect; Counselors; *Mental Health Workers; Psychiatrists; Psychologists; Social Workers
IDENTIFIERS- *Alaska; *Child Abuse and Neglect Reporting

All mental health professionals and other human service providers have a responsibility to report known and suspected cases of child abuse and neglect in Alaska, and many of them have a legal obligation to do so. Mental health professionals are often in a unique position to see and hear clues about child abuse and neglect. Often persons who need help because they are abusers (or are being abused) will be unwilling to admit that problem, but will seek help for other, usually unrelated problems that they are experiencing. A mental health professional who is sensitive to the indicators of abuse and neglect often will be able to determine, or at least speculate with some certainty, that abuse or neglect is taking place in a family. Likewise, other human service providers, those working for example, in family violence, substance abuse, and crisis intervention programs, are likely to hear and see clues about child abuse and neglect. Among those who are required by law to report child abuse and neglect are psychiatrists, psychologists, social workers, hospital administrators, teachers, and child care providers. This legal obligation to report takes precedence over the confidentiality of information requirement in the Hippocratic Oath and other professional codes. (LLL)

ED 339 945 CG 023 846

Kramer, Patricia; Frazer, Linda
The Dynamics of Relationships. A Guide for Developing Self Esteem and Social Skills for Preteens and Young People. Teacher's Manual.
PUB DATE- 90
NOTE- 237p.; Student manual (included in teacher manual) is also available separately. For manuals for teenage/young adult level, see CG 023 847.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anger; Conflict Resolution; Elementary School Students; Elementary Secondary Education; Interpersonal Communication; *Interpersonal Competence; Interpersonal Relationship; Secondary School Students; *Self Esteem; *Skill Development; Teacher Role; Teacher Student Relationship; Teaching Guides

This teacher's manual was prepared for the program and curriculum, "The Dynamics of Relationships," Carl Roger's dream of what education should be. The program is meant to employ a preventive approach to many of the social problems affecting young people and families today; it was designed to help students (preteens and young people) develop a strong self-image, effective communication skills, strong coping skills, realistic expectations, and a clearer understanding of what is necessary to make relationships work. The teacher's manual, which contains the student text in its entirety, also contains a teacher introduction with sections on the real problems of youth, program objectives, training, leadership criteria, lists of 48 teacher and 7 student guidelines, and a description of the text. Supplementary teaching materials are included. The manual contains various activities for each of the three chapters (Self-Esteem, Communication, and Anger and Conflict), plus review and discussion questions at the end of each chapter. Also included are various experiential exercises and

LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Behavior Problems; Children; Elementary Secondary Education; *Evaluation Methods; Intervention; Models; *School Phobia; *Student Behavior; *Student Problems
IDENTIFIERS- *School Refusal; *School Refusal Assessment Scale

This document begins by providing a brief historical overview of past attempts at classification, assessment, and treatment of students with school refusal behaviors. Limitations of traditional classification strategies are explored. Recent accomplishments with this population are then discussed, including the development of the School Refusal Assessment Scale (SRAS), a measure designed to assess the maintaining variables of school refusal, and the prediction of effective, prescriptively assigned treatments based on child and parent ratings. The functional model of assessing school refusal behavior described in this paper focuses on why children refuse school. It is hypothesized that children generally refuse school for negative reinforcement (avoiding stimuli within a school setting that provoke negative affectivity) and/or positive reinforcement (pursuing rewarding stimuli outside of school). The reliability and validity of the SRAS are described. Overall, the data derived from this study provide initial support for a functional model of assessing and treating children and adolescents with school refusal behavior. (NB)

ED 339 964   CG 023 869

Splete, Howard; Stroebel, Michael
Adult Career Counseling Center. Eighth Annual Report.
PUB DATE- 91
NOTE- 102p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Counseling; *Career Counseling; *Career Guidance; College Programs; Computers; Higher Education
IDENTIFIERS- *Computer Assisted Career Guidance

This report provides an overview of the continuing development and use of the computer-assisted career guidance systems at the Adult Career Counseling Center (ACCC) of Oakland University in Rochester, Michigan, during its 8th year of operation (September 1990-June 1991). A history of the development of the ACCC and computer-assisted career guidance programs at Oakland University, a description of the mission of the center, and a description of the center itself, make up the report's first three sections. These are followed by descriptions of five computer-assisted career guidance systems: (1) Discover for Adults; (2) System of Interactive Guidance and Information Plus (SIGI PLUS); (3) Michigan Occupational Information System; (4) Resume Expert; and (5) a review of RAVE (the Realistic Assessment of Vocational Experiences). The final sections provide information on client demographics, in-service training, public relations, coordination with the Practicum Counseling Center, research activities and future plans for the ACCC. Results of a follow-up study on clients, a report on the Pontiac Adult Career Counseling Center, information on auxiliary grant-supported services, an Adult Career Counseling

ED 339 983 CG 023 896

Make a Life for Yourself = Como Planear Mi Vida.
PUB DATE- 90
NOTE- 46p.
LANGUAGE- English; Spanish
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adolescents; Career Guidance; Career Planning; Goal Orientation; *Hispanic Americans; Life Events; Self Motivation; Sexuality

This booklet was devised to help Hispanic teenagers develop a life plan. It provides information for making decisions, and is written in both English and Spanish. Tips are provided for setting goals. A sentence-completion task helps the teenager focus on specific issues, and use concrete language when talking about the goals. Specific goals are then discussed in detail. The first goal, getting a high school diploma, provides statistics relating to Hispanic teenagers and high school graduation. Information is presented to aid the individual in setting goals to achieve this end. The second goal, waiting to have a baby, is presented along with imagery to help the teenager think ahead about what it would be like to find themselves in the role of parent with their current resources. The decision of whether or not to have a sexual relationship is discussed. This section also includes a quiz about birth control, information about sexually transmitted diseases, and a special section about Acquired Immune Deficiency Syndrome (AIDS). The third goal, getting a job, lists tips for job hunting and interviewing. The fourth goal, planning a job for the future, provides questions teens can ask themselves to help them think about the types of work they may want to do in the future. A list and timeline are provided for composing a life plan. (LLL)

ED 339 984 CG 023 897

Opportunities for the Nineties: Idaho's Ten Year Plan for Children and Youth.
PUB DATE- Feb 91
NOTE- 155p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Academic Education; *Adolescents; Child Health; *Children; Day Care; Juvenile Justice; Needs Assessment; Pregnancy; *State Programs; Substance Abuse; Youth
IDENTIFIERS- *Idaho

This 10-year plan, prepared by the Idaho Commission for Children and Youth addresses the needs of children and youth living in the state of Idaho during the 1990s. The Commission intends to use the plan as a blueprint for its own activities and as a reference point for collaborating with other agencies and organizations in their efforts throughout the state. The 11 areas of concern selected for attention by the Commission are: system coordination, juvenile justice, prenatal care, child health care, basic needs, preventing hunger and homelessness, families and parenting, child abuse, child care, education, substance abuse, and teenage pregnancy. Each area is introduced by a discussion of the needs and problems, indicating why the Commission selected it for attention. The discussion references using techniques and strategies modeled during classes. Results showed significant gains in all areas of word recognition--identifying words both in isolation and in context. There was also a significant increase in students' comprehension on both uncued and cued recall performance measures. As a result of the program, student attitudes towards reading also improved; students read more, both in the classroom and at home. Results confirmed the efficacy of a parent program to help low-achieving school-aged children. (Eight tables and 5 figures are included; 61 references and 7 appendixes are attached.) (Author/PRA)

ED 340 004 CS 010 784

Stice, Carol F.; And Others
Literacy Development in Two Contrasting Classrooms: Building Models of Practice toward a Theory of Practice.
PUB DATE- Jun 91
NOTE- 241p.; For a related document, see ED 324 636. Samples of children's writing and figures may not reproduce well due to filled or broken type/handwriting.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; Comparative Analysis; *Conventional Instruction; Grade 2; High Risk Students; *Language Arts; *Learning Activities; Models; Naturalistic Observation; Primary Education; *Reading Instruction; Student Behavior; Teacher Behavior; *Whole Language Approach
IDENTIFIERS- *Writing Development

A 1-year naturalistic study examined the differences and similarities in the literacy experiences of second grade at-risk children in 2 different types of classrooms: 1 traditional and 1 whole language classroom. The purpose was to develop models of the 2 contrasted classrooms. The study sought to shed light on the probable causes accounting for the differential literacy development taking place through comparing and contrasting the activities of the 44 inner-city children and 2 teachers participating in the study. Results indicated that the whole-language philosophy created a classroom where children were encouraged to think, make choices, problem solve, and collaborate on learning in ways that are very different from a traditional classroom. Results further indicated that the whole language teacher spent more time actually teaching during the reading/language arts block than did the traditional teacher. Results also showed that children's "off-task" behavior usually had a literate basis in the traditional classroom. (Fifteen figures are included; 160 references and 3 appendixes containing samples of children's writing are attached.) (PRA)

ED 340 005 CS 010 785

Roehler, Laura R.
Embracing the Instructional Complexities of Reading Instruction. Research Series No. 208.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Elementary Education; *Instructional Effectiveness; *Instructional Improvement;

ED 340 024 CS 213 097

Monteith, Sharon K.
Writing Process versus Traditional Writing Classrooms: Writing Ability and Attitudes of Second Grade Students.
PUB DATE- Nov 91
NOTE- 40p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 13-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Conventional Instruction; Grade 2; *Instructional Effectiveness; Primary Education; Student Attitudes; *Writing Ability; *Writing Attitudes; *Writing Instruction; Writing Research
IDENTIFIERS- *Process Approach (Writing)

A study compared writing scores and attitudes of second grade students in a traditional writing classroom and a writing process classroom. Subjects, 25 second-grade students in a writing process classroom and 26 students in a traditional classroom from the same rural school, were instructed in their respective classrooms for 6 months. Most students were Caucasian and the majority were from low-income families. Subjects were interviewed at the end of the school year concerning their attitudes about writing. Subjects' writing achievement was measured using a sample writing project presented to the teachers as an example of the Stanford Achievement Test in writing. Results indicated that subjects who received the writing process instruction obtained significantly higher writing scores than did those receiving traditional instruction. Results also indicated that more students in the writing process class than in the traditional classroom considered themselves writers, believed that they learned to write from their teachers, placed emphasis on thinking and learning from mistakes, and indicated a purpose for writing. (Six tables of data are included; 34 references are attached.) (RS)

ED 340 025 CS 213 098

Korngold, Blanche; Zorfass, Judith
FULFILL: Framework for Uniting Learners by Facilitating Instruction in Language and Literacy. Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 31 Oct 91
NOTE- 171p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Change Strategies; Classroom Research; *Inservice Education; *Instructional Innovation; *Language Arts; Naturalistic Observation; Primary Education; *Staff Development; *Whole Language Approach
IDENTIFIERS- Collaborative Learning; Massachusetts (East)

A project was designed to help mainstream teachers in Grades 1-3 facilitate language learning in all students, but especially in those who have language disorders. A naturalistic study followed teachers participating in the project to examine what factors promote change in teachers' knowledge, beliefs, and practice. The overall approach to language arts learning and

ED 340 045 CS 213 129

Proceedings of the Annual Meeting of the American Journalism Historians' Association (Philadelphia, Pennsylvania, October 3-5, 1991).

PUB DATE- Oct 91

NOTE- 712p.; The last line of page 209 is slightly cropped.

LANGUAGE- English

EDRS Price- EDRS Price - MF04/PC29 Plus Postage.

PUB TYPE- Historical Materials (060),Collected Works - Proceedings (021)

DESCRIPTORS- Case Studies; Documentaries; Feminism; Foreign Countries; Freedom of Speech; *Journalism History; Mass Media Effects; *Mass Media Role; *Newspapers; *Periodicals

IDENTIFIERS- African Americans; Bahamas; Canada; *Ethnic Newspapers; Great Britain

The 24 papers in this collection discuss a variety of issues concerning the history of journalism in many countries. The papers are: "The East-Indian American Press" (Arthi Subramaniam); "The World's Oldest Magazine and Its Place in the Evolution of British Periodicals" (Sam G. Riley); "Donna Allen and the Women's Institute: A Feminist Perspective on the First Amendment" (Maurine H. Beasley); "Warning Visions: A Case Study of Three Canadian Documentaries" (Maureen J. Nemecek); "The Press and the Execution of the Rosenbergs" (Arlene Tyner); "Ethnic Community or Workers' Solidarity? Class and Ethnicity in the Foreign Language Press" (Jon Bekken); "Struggle for Free Expression: Case Studies of African-American Journalists" (Maurine H. Beasley); "Rediscovering Zona Gale, Journalist" (Elizabeth Burt); "E.L. Godkin and the Meaning of Journalism" (Edward Caudill); "Parliament and Expression of Opinion: 17th-Century England" (Kenneth Campbell); "'The Freeman' to 'The Tribune': Black Journalism in the Colonial Bahamas" (Howard S. Pactor); "Victorian Proletarian Spiritualism: God, Workers and Canadian Labour Journalism" (David R. Spencer); "A Pennsylvania Newspaper publisher as Captain of 'Gideon's Army': J.W. Gitt, Henry Wallace and the Progressive Party" (Mary A. Hamilton); "War, Women and Work: A Study of Gender Displays in Advertising Images during World War II" (Charles Lewis and John Neville); "The Only Good Indians: A Comparative Examination of Press Coverage of the War with the Southern Cheyennes (1864-1868)" (Patricia A. Curtin); "The Valley Tan: An Early Free Press Challenge in the Tops of the Mountains" (Jack A. Nelson and Ed Adams); "An International View of the Professionalization of Journalists: The International Congress of the Press, 1894-1914" (Ulf Jonas Bjork); "The Railroad Industry and Its Early Periodicals, 1831 to 1850, Exploring the History of the Business/Trade Press" (Kathleeen L. Endres); "The Mormon Problem: The Press Reacts to Mormons, Polygamy, and 'Reynolds v. United States' in 1879" (David A. Copeland); "How Advertisers Defined the Role of Women during World War II: An Analysis of Advertisements Appearing in 'Ladies Home Journal', 1940-1945" (Margaret Mary Gike); "Grim 'Slices of Life'--Disaster Reporting in the Gilded Age" (Paulette D. Kilmer); "The Newspaper Industry's Campaign against SpaceGrabbers, 1917-1921" (Susan M. L. Caudill); "American Propaganda in Britain during World War I" (James D. Startt); and "Greater Distance = Declining Interest: Massachusetts Printers and Protections for a Free Press, 1783-1791" (Carol Sue Humphrey). (RS)

ED 340 046 CS 213 131

Scholastic Journalism Week, February 23-29, 1992. Celebrating 200 Years, Freedom of the Press, Bill of Rights.

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; Anthologies; Books; *Childrens Literature; Communication Skills; Elementary Secondary Education; *Poetry; Preschool Education; Videotape Cassettes; *Whole Language Approach; Writing Instruction
IDENTIFIERS- Trade Books

This annotated bibliography of instructional media in communication skills presents annotations of 112 books and videotapes for students in grades from pre-kindergarten through grade 12, and of 38 books and videos for teachers. The material in the bibliography for students consists mostly of poetry collections published in 1990 and 1991. The materials for teachers in the bibliography deal with writing instruction, literature instruction, the whole language approach, and classroom management. (RS)

ED 340 065 CS 507 668

Bokor, Pierre
Le monde du theatre: monographie relative au montage d'une piece de theatre (The World of Theater: Monograph on Mounting a Theatrical Production).
PUB DATE- 91
NOTE- 98p.
LANGUAGE- French
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Activities; Foreign Countries; Immersion Programs; *Production Techniques; Secondary Education; Teaching Methods; *Theater Arts
IDENTIFIERS- Alberta; *Drama in Education

This monograph (in French) provides Alberta teachers with information relating to teaching about the world of the theater, and discusses the principal elements to be considered in mounting a theatrical production. It is intended for French language dramatic arts teachers (both in immersion courses and French-speaking schools). The monograph's four chapters discuss: (1) what a theatrical troupe is; (2) preliminary work for putting on a theatrical work; (3) artistic production; and (4) theatrical technique. Thirty-six references and a 216-item English-French vocabulary of theatrical terms are attached. (RS)

ED 340 066 CS 507 671

Epstein, Yakov M.; And Others
The Image of the Teacher in Film.
PUB DATE- Aug 91
NOTE- 5p.; Paper presented at the Annual Meeting of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Characterization; Elementary Secondary Education; *Films; Higher Education; *Mass Media Role; Media Research; Teacher Behavior; *Teacher Characteristics; *Teacher Role; Teachers; Teacher Stereotypes
IDENTIFIERS- Film Genres

educational priorities, theory development, and the spiritual and practical concerns facing tomorrow's administrators. Included are an index, numerous chapter references, and a bibliography of 422 references. (MLH)

ED 340 085 EA 022 606

Ahadi, Stephan A.; And Others
Reliability, Validity, Scope and Demographic Correlates of Teacher Ratings of Instructional Leadership and School Instructional Climate. Project Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Environment; Elementary Secondary Education; *Institutional Characteristics; *Instructional Leadership; *Interrater Reliability; *Reliability; Teacher Attitudes; Teacher Characteristics; Test Validity; *Validity
IDENTIFIERS- Illinois (Chicago Metropolitan Area)

The reliability and validity of teacher ratings, the relationship between teacher ratings and principal self-reports of instructional leadership, and the degree to which they are influenced by demographic factors are examined in this study. Methodology involved completion of the Instructional Leadership Inventory, a self-report measure, by 81 principals and completion of the Instructional Climate Inventory by 1,700 teachers representing a cross section of suburban schools within the Chicago metropolitan area. Demographic variables were also analyzed. Results show substantial agreement between principal and teacher ratings of instructional leadership; however, factor analysis suggests that teacher ratings are influenced by their perceptions of school culture. Conclusions are that teacher ratings of instructional leadership have questionable validity in identifying specific principal behaviors that contribute to school effectiveness and that principal behaviors indirectly affect student outcomes. Nineteen tables are included. (LMI)

ED 340 086 EA 022 614

Boyd, William L.
What Makes Ghetto Schools Work or Not Work? Project Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 61p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Disadvantaged Schools; Disadvantaged Youth; Economically Disadvantaged; Educationally Disadvantaged; Elementary Secondary Education; Holistic Approach; Minority Groups; *School Effectiveness; School Restructuring; Slum Schools; Urban Education; *Urban Schools

Issues pertinent to the positive and lasting reform of innercity school systems serving disadvantaged minority youth are explored in this paper. Current and past reforms to improve school effectiveness have dealt primarily with instructional deficiencies of the school. However, three clusters of problems

*Institutional Evaluation; Observation; *Regional Planning; Regional Schools; Self Evaluation (Groups); *Standards

Although school accreditation has a long history in the United States, relatively few elementary schools have sought and attained regional accreditation status. This paper examines the issues in regional accreditation for elementary schools with a focus on the process and benefits to the individual school. Steps in the process include self-study, onsite visitation, and postvisitation events. A conclusion is that the benefits justify the lengthy process. Several benefits are derived from each step in the process: (1) self-evaluation generates communication within and among departments, grade levels and staff; (2) on-site visitation brings new ideas for the curriculum, instruction, and organization and exposes staff to innovative programs and personnel elsewhere; (3) visiting team report presents constructive criticism. (LMI)

ED 340 108 EA 023 526

Cooley, William W.
School Choice or School Reform? Pennsylvania Educational Policy Studies Series No. 12.
PUB DATE- 4 Nov 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; *Educational Economics; Educational Equity (Finance); Educational Finance; *Educational Vouchers; Elementary Secondary Education; *Policy Formation; *School Choice; *State Legislation; Statewide Planning
IDENTIFIERS- *Pennsylvania

The feasibility of an educational voucher plan proposed by the Pennsylvania legislature is assessed in this paper. Reasons against passing House Bill 1133 and Senate Bill 992 include the large initial cost; lack of evidence that the plan would expand choice; the fact that market forces increase inequities; the need to distinguish choice from voucher plans; and diversion of funds to the wealthiest counties. The recommendation is made to develop a comprehensive, systemic reform effort based on broad consensus of goals and consistent strategies to achieve them. One table is included. (10 references) (LMI)

ED 340 109 EA 023 529

Ramos-Cancel, Maria L.; Duttweiler, Patricia Cloud, Ed.
Issues in Perspective. Assessment Issues Papers 18-23.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 15p.; For other papers in the series, see ED 273 617; for the document on which these papers are based, see ED 272 511.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Classroom Observation Techniques; Elementary Secondary Education; *Faculty Evaluation; *Incentives; Merit Rating; Minority Groups; Observation; *Performance; *Teacher Evaluation

The papers in this collection are based on the document "Perspectives on Performance-Based Incentive Plans" and offer brief overviews of the following issues in education: (1)

IDENTIFIERS- *Florida

This study sought to identify the technology competence of the educational leaders in West-Central Florida. Mailed surveys were completed by 59 out of 75 educational leaders in this part of Florida, a region noted for its outstanding educational technology programs. Among the findings were: (1) nearly 73% of all respondents rated their personal computer competence as "nil" or "some" (able to turn a computer on and off but little else); (2) five out of six reported they had received six or fewer hours of training; and (3) 64% were dissatisfied or very dissatisfied with the current state of their educational technology programs. A suggested technology course for administrators is described. The recommendation is made to require completion of an administrative computer competence course for administrator certification. The complete list of 36 survey findings is included at the end of the paper for detailed inspection. (12 references) (LMI)

ED 340 131 EA 023 582

Spayd, Donald; Dye, Charles
Deindustrialization and the Financial Support of Public Education.
PUB DATE- Oct 91
NOTE- 38p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Economic Climate; Economic Factors; *Economic Impact; *Educational Economics; Educational Finance; Elementary Secondary Education; Financial Support; *Industrialization; *Public Education; *School Business Relationship; *School Funds; Socioeconomic Influences
IDENTIFIERS- *Ohio

The economic trend of deindustrialization and its effects on public school funding are examined in this paper. The first part describes deindustrialization and its causes, such as changing technology and tax laws, a shift toward more centralized and increasingly powerful corporations, the search for favorable business climates, and increased foreign competition. The next part describes Warren, Ohio, as an example of a community that was affected by deindustrialization. Serious economic problems, facilitated by widespread plant closures, negatively impacted the school district's ability to fund education. Ramifications of deindustrialization included less revenue from property tax levies, decreased community and student populations, and high unemployment, which contributed to a lack of community support for public schools. A conclusion is that the issues of school funding and deindustrialization remain closely tied to the growth and decline of American manufacturing. (86 footnotes; 58 references) (LMI)

ED 340 132 EA 023 583

Hofmann, Rich; Granger, John
Career-Bound and Place-Bound Superintendents' Attitudes toward Collective Bargaining.
PUB DATE- Oct 91
NOTE- 20p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 16-19, 1991).

IDENTIFIERS- ERIC Digests; *Suicide Prevention
This digest summarizes information on incidence in and identification and intervention of potentially suicidal children and youth with disabilities. Estimates suggesting that some categories of exceptional youth have higher suicide rates than the general population are cited. Suicide risk factors and signs that a student is potentially suicidal are listed, as are recommendations to the media to reduce the contagious effects of suicide reports. The role of educators in identifying potential suicides, referring them to appropriate services, and providing a supportive environment is briefly discussed. Responsibilities of the school and of school psychologists in assessing such students are noted. Components of effective school programs are listed; these include a designated school contact person, case management, crisis teams at the school and district levels, and teacher training. Includes 10 references. (DB)

ED 340 153 EC 300 802

Leone, Peter E.; And Others
Juvenile Corrections and the Exceptional Student. ERIC Digest #E509.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childrens Rights; *Correctional Education; Correctional Institutions; *Delinquency; *Delinquent Rehabilitation; *Delivery Systems; *Disabilities; Educational Needs; Elementary Secondary Education; Incidence; Prisoners; *Special Education
IDENTIFIERS- ERIC Digests; *Incarcerated Youth
This digest summarizes available information on the educational needs of disabled youth in correctional facilities. The high incidence of disabilities among incarcerated youth is noted and explanations are offered (e.g., they may not be recognized as disabled). The following topics are addressed: entitlement of youths with disabilities in correctional facilities to the substantive and due process rights of Public Law 94-142; the types of correctional programs in which special educational services are provided; agencies that provide special education services to incarcerated youth; and practices recommended for special education of incarcerated youth, such as functional assessment and instruction, transition services, and collaborative linkages. Includes 11 references. (DB)

ED 340 154 EC 300 803

Delivering Special Education: Statistics and Trends. Revised. ERIC Digest #E463.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 3p.; Revision of ED 308 686.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Numerical/Quantitative Data

qualified personnel); CSPD components (qualified personnel, inservice education and technical assistance system, preservice system, dissemination, supply/demand); and special provisions (relationship between CSPD-H and CSPD-B, interdisciplinary training, variety of personnel included in training, interrelated needs of infants and toddlers, families--promoting the child's development and participation in the Individualized Family Service Plan, and training on the state's early intervention system). A table offers questions to guide the development of a statewide personnel system. (DB)

ED 340 172 EC 300 822

Conrad, Robert
Transitioning Behaviorally Disordered Young Adults from a Structured Residential Treatment Center into Independent Living in a Small, Rural Community.
PUB DATE- 8 Aug 91
NOTE- 61p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Adolescents; Behavior Change; *Behavior Disorders; Case Studies; Change Strategies; *Daily Living Skills; *Delinquency; *Independent Living; Intervention; Personal Autonomy; Program Effectiveness; *Residential Programs; Rural Areas; *Young Adults

The report describes and evaluates a 10-week program to help an adjudicated 18-year-old male with behavioral disorders living in a structured residential treatment facility to develop independent living skills. The experimental program consisted of three levels, each offering more independence, while providing support, guidance, and direction to the transitioning youth. Each level encouraged greater personal, economic, and emotional responsibility and independence. This report details the specific objectives selected (in the areas of employment, budgeting, management of finances, time management, home management, health and personal care, decision making, and interpersonal relationships), their implementation, and evaluation. Although this program was not effective with this particular subject and had to be terminated (due to the subject's participation in illegal activities), it was evaluated by social workers involved with the facility as useful and appropriate for individuals transitioning out of the residential program. Appendixes include the telephone interview protocol with social workers, a description of the independent living program, the program curriculum, guidelines for independent living, and a description of the role of the program mentor and of the Department of Family Services. Includes 8 references. (DB)

ED 340 173 EC 300 823

Yocco, Kathryn
Designing a Staff Development Plan To Improve Instructional Practices in a Preschool Special Education Program.
PUB DATE- 6 May 91
NOTE- 100p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Check Lists; Classroom Observation Techniques; *Disabilities; *Inservice Teacher Education; *Instructional Development; *Integrated Activities; Lesson Plans; *Preschool

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; *Cultural Differences; Demonstration Programs; *Disabilities; Ethnic Groups; *Family Programs; *Handicap Identification; Home Visits; *Limited English Speaking; Parent Education; Preschool Children; Preschool Education; Regional Programs
IDENTIFIERS- New York (Erie County)

This final report of a project to serve culturally/linguistically diverse (C/LD) children (ages birth to 5) in Erie County (New York) presents a project overview, a summary of project outcomes, results of agency and parent evaluation, and conclusions. Project CROSSROADS (Cooperative Transagency Program for Preschool Culturally/Linguistically Diverse Exceptional Children), had four main goals: (1) development of a comprehensive case management system for C/LD children; (2) identification of unserved C/LD preschoolers with handicapping or at-risk conditions; (3) provision of support services to families, agency staff and caregivers; and (4) development of a regional resource network. Major program successes are identified including continuation of the demonstration model; recognized success of the parent partner approach; continuation of the multicultural task force; and effectiveness of inservice training. Problems are also identified. These included: limited C/LD enrollment and resources; start-up and enrollment maintenance problems; continuous staff training; absence of specialists; expense; recruitment of cultural informants; staff recruitment; and limitations in direct service delivery. Recommendations for replication are also offered. Appended are the program's theoretical/philosophical rationale and recollections of a parent partner. (DB)

ED 340 193 EC 300 843

Stolzenberg, J. B.; Cherkes-Julkowski, M.
ADD, LD and Extended Information Processing.
PUB DATE- 19 Sep 91
NOTE- 30p.; Paper presented at the Children with Attention Deficit Disorders Conference (3rd, Washington, DC, September 19, 1991). For a related document, see EC 300 844.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attention Control; *Attention Deficit Disorders; *Cognitive Processes; Competence; Drug Therapy; Elementary Secondary Education; *Learning Disabilities; *Metacognition; Neurology; Problem Solving; Reading Comprehension; *Short Term Memory
IDENTIFIERS- *Executive Function (Cognition)

This study examines executive function and its relationship to attention dysfunction and working memory. It attempts to document the manifestations of executive function problems in school-related extended processing tasks, such as verbal problem-solving in math and reading of extended passages. Subjects (in grades 1-12) included 49 children with attention deficit disorder (ADD) not receiving medication, 38 ADD children receiving medication, and 50 non-ADD learning-disabled (LD) children. Factor analysis and regression analyses indicated that the underlying processing dynamic was different for each group. In the unmedicated ADD group, extended processing was found to be the primary factor (accounting for even more variance than working memory measures); in the LD of Multilingual Secondary Schools" (Christopher Brumfit); "Curriculum Development" (Keith Kirby); "English, Whose English?" (Peter Traves); "An ESL Perspective for Community Languages in the Curriculum" (Mona Gabb); "Modern Languages and the Language Curriculum" (Alan Hornsey); "British Languages" (Bryden Keenan); "Bilingual Pupils" (Laurie Kershook); "Educational Problems of Chinese Children in British Schools" (Lornita Yuen-Fan Wong); "Language Maintenance Among Children of Italian Parentage in Mainstream Secondary Schools in Bedford and London" (Bruno Cervi); "Urdu Provision in Secondary Schools" (Stella Lewis); "Bengali in the Mainstream School" (Diana Kent); "Towards Effective Language Practice" (Laurie Kershook); "Resources and Materials for Teaching a Wider Range of Languages" (John Broadbent); "Teacher Training in Multilingual Britain" (Guy Merchant); and "The Accreditation of Achievement across Languages in the Secondary Phase" (John Broadbent). A 64-item bibliography and a glossary are included. (MSE)

ED 340 213 FL 019 926

Marland, Michael
Multilingual Britain: The Educational Challenge.
PUB DATE- 87
NOTE- 146p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; Comparative Education; *Cultural Pluralism; *Educational Change; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Multilingualism; Policy Formation; Public Policy
IDENTIFIERS- England (London); *United Kingdom

This essay and a report focus on the challenge to Britain's educational system posed by an increasingly multicultural and multilingual population. The essay, "Towards a Curriculum Policy for a Multilingual World," attempts to clarify the implications of multilingualism for the entire curriculum, for both curriculum design and administrative concerns. A 10-point plan of action is presented, indicating the need for teachers and other staff fluent in the community languages. The report, "The Education of Bilingual Learners: Towards a Coherent Policy," is the result of a working group on bilingual education within the Inner London Education Authority. Its sections address the following topics: racism, bilingual education, and the need for a policy for equality; a philosophy of bilingual education; the need for schools to keep in touch with the communities they serve; school-level issues of population mobility, placement, reception, orientation, and transfer; curriculum and instruction, guidance, and overall language policy; the needs of recent arrivals in the country; and resources. Appended materials include four bilingual curriculum models and comparisons with the systems of four other countries: the United States, Sweden, Bavaria, and Australia. An extensive bibliography (170 references) is included. The main bulk of the bibliography is a study bibliography prepared for use by the author and his colleagues. It is not complete and many of the books contain fuller bibliographies. These works are of some help in thinking about the curriculum for a multilingual world and the education of bilingual learners. Those which are exceptionally useful have an asterisk by them. (Author/MSE)

Preserving and Enhancing the Ability of Alaska Natives To Speak and Understand Their Native Languages. Report To Accompany S. 1595. Senate Select Committee on Indian Affairs. 102d Congress, 1st Session.
PUB DATE- 13 Nov 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Alaska Natives; Diachronic Linguistics; Federal Legislation; *Federal Regulation; *Grants; *Language Maintenance; *Language Role; *Native Language Instruction

Testimony concerning Senate Bill 1595 includes statements submitted by Senator Daniel Inouye, from the Select Committee on Indian Affairs, and S. Timothy Wapato, Commissioner, Administration for Native Americans, Department of Health and Human Services. The bill in question aims to preserve and enhance the ability of Alaska Natives to speak and understand their languages through support of efforts originating in the native communities. Senator Inouye's statement offers background information on the languages considered, explains briefly the process whereby grants to Alaska Native organizations are considered, outlines the legislation's history, provides a section-by-section analysis of the legislation, reviews costs, and gives a brief regulatory impact statement. The statement by S. Timothy Wapato expresses support for the concept behind the bill but expresses concerns about establishment of a new grant program and grant matching requirements. (MSE)

ED 340 234 FL 019 951

Blau, Eileen Kay
More on Comprehensible Input: The Effect of Pauses and Hesitation Markers on Listening Comprehension.
PUB DATE- 15 Nov 91
NOTE- 13p.; Paper presented at the Annual Meeting of the Puerto Rico Teachers of English to Speakers of Other Languages (San Juan, PR, November 15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *English (Second Language); Foreign Countries; Higher Education; *Listening Comprehension; *Second Language Instruction; *Time Factors (Learning)
IDENTIFIERS- *Hesitation (Speech); Japan; *Pausing (Speech); Puerto Rico

Two studies, one in Puerto Rico and one in Japan, assessed the effects of pauses and hesitation markers on listening comprehension of university students who were learners of English as a Second Language. In one, 61 students of basic English were assigned to three groups to hear monologues under three conditions: (1) normal speed; (2) with 3-second pauses inserted, on average, every 23 words; and (3) with similar pauses filled with hesitation markers (e.g., "well, I mean, uh"). Students responded in Spanish to questions immediately after each monologue. Results indicate comprehension of the version with filled pauses was significantly higher than comprehension of the normal version. The version with blank pauses was understood slightly less well than the filled-pause version. In the second study, 48 Japanese education majors were randomly assigned to four groups. Three heard the monologues used in the previous study and the fourth heard a mechanically

A nationwide survey of English language institutes in Indonesia is presented. The purpose of the survey was to assist government agencies, ministries, embassies, and donor agencies in matching their trainees' needs with suitable language training programs. Information is included on 38 language institutes throughout the archipelago. The survey grew out of a need to identify government and private language institutes with the experience and/or potential to offer pre-departure English language training to Indonesians bound for post-graduate degree programs or for short-term, non-degree training programs overseas. Contents are as follows: descriptions of 17 Jakarta English language institutes; descriptions of 36 regional English language institutes; language assessment tests and academic aptitude and admissions tests; guidelines for selecting English language programs; language training models; the Canadian International Development Agency General Training Program; descriptions of professional groups and meetings; a language institute directory; and a glossary. (LB)

ED 340 255 FL 800 018

Riessman, Frank; And Others
The Workplace Literacy Program of the Central Labor Council and the Consortium for Worker Education. Summary of Activities between January 1, 1988 and August 1, 1988. Evaluation Report. Technical Report #2.
PUB DATE- Sep 88
NOTE- 234p.; For technical report #1, see FL 800 062.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Consortia; Course Content; *English (Second Language); Job Skills; *Labor Education; *Literacy Education; Program Descriptions; Program Design; Program Evaluation; State Aid; *Unions
IDENTIFIERS- *New York City Central Labor Council; *Workplace Literacy

A report on the New York City Central Labor Council-Consortium for Worker Education Workplace Literacy Program documents 15 workplace literacy program activities undertaken by 16 unions. The report has five sections. The first section covers the history and socioeconomic context in which the state-funded program emerged, and the roles of the two groups responsible for its implementation. The second section looks at the different and evolving philosophies, pedagogical questions, and administrative concerns raised by the movement for workplace literacy. Section 3 contains profiles of the programs in the first cycle of state funding, and section 4 contains 6 case studies of programs representing points along a continuum of workplace literacy emphasis. At one extreme are programs focusing on generic literacy content, and at the other are those teaching literacy in the context of specific job skills and technical job vocabulary. The fifth section summarizes findings and program recommendations. Appended materials provide a variety of sample lesson plans, evaluation procedures, program objectives, and student work. Summaries of collected data that demonstrate the program's effectiveness are included. (Author/MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 340 256 FL 800 031

Rainbows. ILGWU Worker-Family Education Program, Local 23-25--

DESCRIPTORS- *Auto Body Repairers; *Equipment Utilization; High Schools; *Painting (Industrial Arts); *Trade and Industrial Education

This lesson, which is part of a high school course in auto body repair and painting, deals with selecting a reducer when doing overall paint jobs using enamel paints. Students are taught the general properties of different types of enamel paints and selection of the proper reducer for each type of paint, depending on the weather and the specific job. The following materials are included: a lesson plan, transparency masters, and an exam. The lesson plan includes lists of references, student equipment and required dress, equipment and audiovisual aids required, objectives, special remarks, and an instructional outline that is cross-referenced with methods of instruction and aids. (MN)

ED 339 796 CE 051 417

Hollandsworth, Donald S.
Block Diagram of a Black and White TV. Lesson Plan No. 1, Electronic Tech 1.
PUB DATE- 1 Nov 88
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Electronic Technicians; *Equipment Maintenance; Equipment Utilization; High Schools; *Technical Education; *Television; *Television Radio Repairers

This lesson, which is part of a course in electronics technology, explains the workings of a black-and-white television. It covers the structure and function of the 18 structural blocks of black-and-white television sets. The following materials are included: a lesson plan, transparency masters, and student handouts. The lesson plan includes lists of references, student equipment and required dress, equipment and audiovisual aids required, objectives, special remarks, and an instructional outline that is cross-referenced with methods of instruction and aids. (MN)

ED 339 797 CE 051 418

Santoki, Warren
How To Use a Table Saw To Perform Four Basic Operations. Lesson Plan No. 3, Building and Contruction Technology II.
PUB DATE- 17 Nov 88
NOTE- 65p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Equipment Utilization; *Hand Tools; Learning Activities; Lesson Plans; Safety; *Trade and Industrial Education

This instructional unit is intended for use in teaching high school building and construction technology education students how to use a table saw in four basic operations: cross-cutting, ripping, dadoing, and beveling/mitering. The following materials are included: a lesson plan, transparency masters, student handouts, a safety exam, and a two-part table saw exam. The lesson plan includes lists of references, student equipment and required dress, equipment and audiovisual aids required, objectives, special remarks, and an instructional outline that specific instructional objectives, a combination of the following materials are included for each instructional unit: performance objectives; suggested activities; pretests; information sheets; handouts; transparency masters; assignment sheets; job sheets; practical tests; written tests; and the answers to pretests, written tests, and assignment pages. (CML)

ED 339 816 CE 053 621

Plan for Tomorrow Today. A Vocational Career Guide. 1989 Edition.
PUB DATE- 89
NOTE- 52p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Awareness; *Career Choice; Career Education; Career Guidance; *Career Information Systems; *Career Planning; *Education Work Relationship; Employment Interviews; Employment Qualifications; Job Application; *Job Search Methods; *Occupational Information; Occupational Surveys; Resumes (Personal); School Choice; Student Financial Aid; Vocational Aptitude
IDENTIFIERS- *Washington Occupational Information System

This document presents career planning information based on the Washington Occupational Information System in a tabloid-size newspaper format. Part 1 includes articles on the Washington Occupational Information System; career clusters; occupational information tables; educational opportunities (including choosing a vocational school, private vocational schools, and public schools); training opportunities; licensing; how to afford education and training programs; addresses of institutions; the Job Training Partnership Act; military career opportunities; nontraditional employment; and special services available for handicapped students. Part 2 leads readers through five steps to getting a job (know yourself, know the employer, develop a resume, complete the application form, and attend the job interview). Included are seven exercises that can help readers use what they know about themselves in order to choose a career option; a form to be completed so that readers can become informed about a particular potential employer; sources for finding job openings; advice about completing a job application; how to write cover letters, use the telephone in a job search, and find job-related information in the library; employee and employer rights and expectations; and handling rejection shock. (CML)

ED 339 817 CE 054 217

Shoemaker, Byrl R.
Report to NATEF Board of Trustees on Certification and Update Training.
PUB DATE- 2 Dec 89
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Auto Body Repairers; *Auto Mechanics; *Certification; Community Colleges; *Employer Attitudes; Motor Vehicles; Postsecondary Education; *Program Effectiveness; *Program Implementation; Proprietary Schools; Qualifications; *Quality Control; Secondary Education; Skilled Occupations; Standards; Technical Education; Technical Institutes; Two Year Colleges; Vocational Education

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Case Studies; Dislocated Workers; Employer Employee Relationship; *Employment Practices; Inplant Programs; Job Layoff; *Job Training; Labor Force Development; *Participative Decision Making; Personnel Management; *Personnel Policy; Unemployment; Work Environment
IDENTIFIERS- Employee Participation; *Employment Security; *Security Employee Involvement and Training System

An emerging U.S. employment system is the Security, Employee Involvement, and Training (SET) system. The system is characterized by the following: (1) a high degree of employment security based upon flexible job assignment; (2) employee involvement in problem solving and continuous improvement; and (3) continuous training of all employees. Case studies of five firms that are attempting to establish or maintain SET indicate variation in the degree of successful transition to a SET system. A working SET system is in place at Together Manufacturing and Valley Life; Traditional Manufacturing has been unable to put together all the elements of SET; Hi-Tech's plants range from successful SET factories to traditional ones; and CommEx has been in retreat from SET. The study discovered the following: (1) the maintenance of strong employment security practices at Together and Hi-Tech; (2) repeated decreases in the work force and weakening of employment security provisions at CommEx; and (3) a one-time downsizing at Valley Life. Together's commitment to employment security has been successfully tested by a period of reduced product demand; Hi-Tech's has not. Hi-Tech has instituted a new basic skills test as a minimum standard for employees. Together and Valley Life have made learning a part of daily work. Companies that have successfully instituted SET systems have put all three parts of the SET triangle in place. Research suggests implications pertaining to initial education, further education and training, and restructuring of the work process within schools. (50 references) (YLB)

ED 339 836 CE 059 755

Ainsworth, Robert G.; And Others
The JTPA Education-Coordination Set-Aside: States' Implementation of the Program. Research Report Number 91-03.
PUB DATE- Oct 91
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Agency Cooperation; *Cooperative Programs; *Coordination; Dropout Prevention; *Dropout Programs; Educational Cooperation; Education Work Relationship; Employment Programs; *Federal Aid; Federal Legislation; Federal Programs; Federal State Relationship; *Job Training; Literacy Education; *Program Implementation; Youth Programs
IDENTIFIERS- *Job Training Partnership Act 1982 Title IIA

In early 1991, a study of the Job Training Partnership Act (JTPA) education-coordination set-aside program examined how the set-aside program was being implemented in the 50 states and the District of Columbia. It was undertaken as a result of questions raised in public policy debates concerning possible misuse of the program. The concern was that the set-aside was not being used in some states in a manner fully supportive of JTPA goals. Findings indicated that states had a variety of goals in providing activities and services under the 8 percent set-aside. In 39 states, the governor designated one educational agency or more to provide services with the funds.

Study; *Individualized Instruction; Industrial Training; Job Skills; *Job Training; Learning Activities; Learning Modules; *Material Development; Postsecondary Education; *Programed Instructional Materials; Self Evaluation (Individuals); *Teacher Developed Materials; Technical Education; *Vocational Education

IDENTIFIERS- TAFE (Australia)

Intended for industry trainers and Technical and Further Education teachers in Australia, especially those who are consultants to industry, this manual on the design and use of learning guides is presented in two main parts. Part 1 provides basic information on learning guides--why their development is important, what they are, why they should be used, how to make the best use of them, how learning guides fit in with competency-based training, and how to use them with a computer-managed learning approach. Part 2 focuses on design for learning guides and includes discussions on: (1) matching of learning guides with existing resources; (2) evaluation of the learning resources; (3) the learning guide design team; (4) the parts of the learning guide; (5) writing of supplementary learning materials; and (6) presentation guidelines for learning guide writers. Appendixes include a paper on definitions that complements Part 1 and a bibliography of 27 useful resources on award and industry restructuring. An attachment includes three examples of learning guides that have been produced by two industry organizations and a TAFE organization. Also attached is a learning guide on how to write a learning guide. Contents include learning outcomes, needed resources, 12 activities that guide the user through the relevant sections of the manual, self-check sections at the end of each activity, review, final assessment, and annotations of three books for further reading. (YLB)

ED 339 854 CE 059 776

Gibb, Jennifer; And Others

Printing Machining. Sheet-Fed Offset Lithography Volume (1)-Single Unit. Guide for Trainers.

PUB DATE- 91

NOTE- 239p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Apprenticeships; Behavioral Objectives; Check Lists; *Equipment Maintenance; Foreign Countries; Instructional Materials; Job Skills; Learning Activities; *Machinists; Mechanics (Process); *On the Job Training; Postsecondary Education; *Printing; Retraining; Safety; Student Evaluation; Teaching Guides; Technical Education

IDENTIFIERS- Australia; *Lithography

This two-part guide is for printing machinists in Australia who are responsible for providing on-the-job training to apprentices and retraining to adult workers. The aim of the package is to provide training in the use of sheet-fed offset lithographic presses. Part A provides introductory materials for the on-the-job trainers, including the following: (1) a general note to trainers about their responsibilities (planning and delivering a training session, performance assessment, and training records); (2) introduction to the training material; (3) overview of the responsibilities of the printing machinist--a diagram; (4) competencies involved in producing printing products; (5) a note on workplace safety; (6) assessment curriculum materials. Positive outcomes included increased productivity, attendance, and self-esteem. (Five charts are included: course statistics; list of competency-based courses--mastery required; cumulative data, competency-based courses; number of preassessments by quarter; and new courses opened by quarter. A final project evaluation and two appendices--site contact questionnaire and instructor questionnaire--are also provided.) (NLA)

ED 339 872 CE 059 812

Conrath, John; And Others
A Basic Skills Core Curriculum for the Manufacturing Industry.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 91
NOTE- 67p.; For a related document, see CE 059 811.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Literacy; *Basic Skills; Behavioral Objectives; Competency Based Education; *Core Curriculum; Course Descriptions; Curriculum Guides; English (Second Language); Industrial Training; Job Analysis; Job Skills; Lesson Plans; *Manufacturing Industry; Needs Assessment; Program Evaluation; Resource Materials; Task Analysis
IDENTIFIERS- *Customized Training; Illinois (Chicago); Illinois (Cook County); Total Quality Management; *Workplace Literacy

A workplace literacy project for the manufacturing industry in Chicago and Cook County, Illinois, developed this competency-based curriculum guide for basic skills instruction. The introduction outlines manufacturing trends that make certain basic skills critical for workers. The project's six-part model is outlined: initial contact, needs assessment/analysis, planning, designing the curriculum, implementing, and evaluating. The curriculum content section lists core competencies and core skills in the areas of reading, writing, math, and oral communication (English as a Second Language). Guidance in using the core curriculum is provided, with information and forms for conducting a job task/basic skills analysis, steps in writing a customized curriculum, and sample syllabi. The next two sections explain how to design basic skills lesson plans and customized tests. Ten references conclude the guide. (NLA)

ED 339 873 CE 059 813

Lane, Martha A.; And Others
Family Literacy: Community & Family Life Materials. A Guide to Recent and Recommended Books.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adult Basic Education; Battered Women; Beginning Reading; Books; Child Development; *Child Rearing; Community Services; Daily Living Skills; English (Second Language); Family Health; Family Life Education; Health Materials; *High Interest Low Vocabulary Books; Infant Behavior; *Intergenerational Programs; *Literacy;

NOTE- 481p.; For corresponding reference book, see CE 060 024.
LANGUAGE- English
EDRS Price- EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Classroom Techniques; *Clothing; Clothing Design; *Clothing Instruction; Course Content; Curriculum Guides; Fashion Industry; *Laundry Drycleaning Occupations; Learning Activities; Needle Trades; Secondary Education; *Sewing Instruction; Sewing Machine Operators; Teaching Methods; Test Items; *Textiles Instruction; Transparencies; Units of Study

Developed with input from personnel in the industries, this curriculum guide complements a companion reference book about various areas of the textiles and apparel industries. Each of the 22 chapters of the guide begins with 1 or more essential elements and objectives, and each chapter consists of teaching strategies for classroom use. Teaching aids (such as transparency masters, information sheets, and resources) are included for use in implementing the teaching strategies, and tests with answers are provided for each chapter. The chapters cover these topics: the textiles and apparel industries; job success in these industries; maintaining customer relations; safety and sanitation; goals, policies, and procedures; textiles and apparel--terminology, use, and care; selection of fabrics and notions for garment design; elements and principles of design; sewing, repairing, and pressing techniques; measuring for custom-made garments; pattern alteration procedures; unit construction techniques; garment alterations--fitting; garment alterations--adjustments; quality in apparel and accessories; coordinating apparel and accessories; marketing--promotions and special events; visual merchandising; use and care of sewing and pressing equipment; receiving, marking, and identifying laundry and dry cleaning; laundry and dry cleaning procedures; and safety and sanitation for laundering, pressing, and dry cleaning. (KC)

ED 339 891 CE 059 847

Technical Assistance for Single Parent Homemaker Projects in Kentucky. Annual Report.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 90
NOTE- 118p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Adolescents; Adult Education; Adults; *Displaced Homemakers; *Early Parenthood; *One Parent Family; *Outreach Programs; Program Effectiveness; Program Evaluation; Program Improvement; Resource Allocation; *State Programs; *Technical Assistance
IDENTIFIERS- *Kentucky

During fiscal year 1990, the single parent/displaced homemaker project was monitored at the University of Louisville (Kentucky), and assistance was provided to the project directors. The method of inquiry and the results are discussed in this report. Communication with project directors was increased by visits from a technical assistant, newsletter, and telephone calls. To increase networking and improve programs, directors were referred to each other for assistance and their studies, role playing, and review of the course manual, though lecture methodology predominated. Class participation was encouraged. Participants were 17 women (47 percent) and 19 men (53 percent). Data were collected during 6 hours of classroom activity recorded on audiotape. Actual time was tallied according to gender when a participant asked a question, answered a question, and made a statement. Data were analyzed according to the number of participations and length of participation in seconds. Study results were not consistent with previous findings: men and women participated equally. Men participated 268 times (50.5 percent); women participated 263 times (49.5 percent). Similar levels of participation may have been accounted for by the professional environment, older women, and more acceptance of ambiguous answers. (YLB)

ED 339 909 CE 059 872

Rees, Libby
Setting Up Workplace Basic Skills Training. Guidelines for Practitioners. An ALBSU Special Development Project.
PUB DATE- 90
NOTE- 65p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Basic Skills; Case Studies; Cost Effectiveness; Foreign Countries; *Inplant Programs; Job Skills; Labor Needs; Literacy Education; Needs Assessment; On the Job Training; Program Development; Program Implementation
IDENTIFIERS- Great Britain; *Workplace Literacy

This guide provides information on basic skills needs and programs in the workplace and issues affecting basic skills provision from a British perspective. Section 1 aims to provide a context for workplace basic skills provision. Sections 2-7 provide practical suggestions and advice on the following topics: (1) marketing; (2) contacting employers; (3) researching employer needs; (4) justifying the benefits of training to managers, trade unionists, and staff; (5) establishing training needs by identifying two sets of criteria--employer's requirements and trainee's individual needs; (6) setting up provision; and (7) assessment and evaluation. Sample forms and checklists are provided. Section 8 provides a range of case studies that show how training can be customized to the needs of the organization. Section 9 describes some of the most common difficulties that will be encountered when working with employers. A resource section provides suggestions of books and other materials on work-related basic skills. Three charts present selling points, sticking points, and possible responses when making the case for basic skills training to managers, unions, and workers. (YLB)

ED 339 910 CE 059 873

Griswold, Karen
Some Suggestions for Combining Writing Instruction and Teacher/Tutor Education in Adult Basic Education Programs.
PUB DATE- 20 Feb 88
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

NOTE- 57p.; M.S. Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Affiliation Need; Age Differences; Attachment Behavior; College Students; Higher Education; Intimacy; Self Concept; *Sex Differences
IDENTIFIERS- Gilligan (Carol)

Attachment and separation are concepts that depict the struggle within individuals between isolated self and involvement with others. Many authors have written about this struggle in a variety of terms. The theory evaluated by this study was elaborated by C. Gilligan (1982). It postulated that there existed two views of life experiences: one based on justice, rights, equality, reciprocity, separation, and individuation; and one based on connections, attachment, care, and relationships. These views were named "two modes of thought" but were related generally to men and women respectively. This thesis investigated Gilligan's postulates that men progress from a fear of intimacy (affiliation) to recognition of its importance while women accept affiliation initially and remain constant in valuing it across the life span. The Edwards Personal Preference Schedule was used to obtain self-reported values for affiliation and identity-strength. Subjects included 136 female and 69 male college students at a midwestern university, ranging in age from 21 to 54 years of age. The effect of affiliation strength was evaluated for age, gender, identity strength, and marital status. The results indicated a statistically significant interaction between age and gender for affiliation strength. This confirmed Gilligan's postulate that young men value affiliation less than young women. The results did not confirm the Gilligan postulates that women are constant in valuing affiliation over the life span, and that men become more affiliative with age. Instead, a significant decline was noted in affiliation for women between age groups 20-28 and 40-55 years. Unmarried subjects had higher affiliation strength scores than married subjects. (LLL)

ED 339 928 CG 023 829

Lloyd, Deborah Trahern
Personal and Educational Needs of Community College Adult Students.
PUB DATE- 25 Apr 90
NOTE- 101p.; M.S. Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Students; Career Development; College Students; *Community Colleges; *Educational Needs; Nontraditional Students; Student Characteristics; *Student Needs; Two Year Colleges

The influx of older students has resulted in special needs for the community college. This study investigated the personal and educational needs of adult students (N=198). The independent variables were age, gender, marital status, number of hours enrolled, income, race, and number of children in the home. The dependent variables fell into four categories: life skill development needs; career development needs; educational planning needs; and needs connected with association with others. Within these categories were needs relating to: improving math, reading, speaking, and study skills; managing time, stress, and money; acquiring skill in decision making, teacher activities that can be used in conjunction with each chapter, as well as a list of songs, resource materials, and contacts to further assist teachers. Because the program was designed to be non-structured, specific lesson plans or designated time periods for individual chapters are not given. The manual concludes with a glossary and set of teacher activities, along with information on mutual help groups and order sheets. (NB)

ED 339 946 CG 023 847

Kramer, Patricia
The Dynamics of Relationships. A Guide for Developing Self Esteem and Social Skills for Teens and Young Adults. Teacher's Manual Revised.
PUB DATE- Mar 91
NOTE- 601p.; Student manual (included in teacher manual) is also available separately, in two volumes. For manuals for preteen/young people level, see CG 023 846.
LANGUAGE- English
EDRS Price- EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; Anger; Conflict Resolution; Interpersonal Communication; *Interpersonal Competence; Interpersonal Relationship; Secondary Education; Secondary School Students; *Self Esteem; *Skill Development; Teacher Role; Teacher Student Relationship; Teaching Guides; *Young Adults

This teacher's manual was prepared for the program and curriculum, "The Dynamics of Relationships," Carl Roger's dream of what education should be. The program is meant to employ a preventive approach to many of the social problems affecting young people today; it was designed to help students (teens and young adults) develop a strong self-image, effective communication skills, strong coping skills, realistic expectations, and a clearer understanding of what is necessary to make relationships work. The teacher's manual, which contains the student text in its entirety, also contains a teacher introduction and supplementary teaching materials. The manual contains various activities for each of the 24 chapters (Self-Esteem, Communication, Anger and Conflict, Sex and Gender Roles, Friendship, Affection and Touching, Love, Jealousy, Expectations, Dating, Single Life, Selecting a Partner, Living Together, Marriage Preparation, Intermarriage, Marriage, Separate but Equal Identity, Power, To Be or Not To Be Parents, When Baby Makes Three, Dual Income, Sexuality, Alternative Sexual Lifestyles, and Alternative Lifestyles), plus review and discussion questions at the end of each chapter. Also included are various experiential exercises and teacher activities that can be used in conjunction with each chapter, as well as a list of songs, resource materials, and contacts to further assist teachers. Because the program was designed to be non-structured, specific lesson plans or designated time periods for individual chapters are not given. A glossary of terms is included. (NB)

ED 339 947 CG 023 848

Guss, Thomas
Integrating Underemployment and Hardship: Using Locus of Control To Develop a Profile among Married Men.
PUB DATE- 90
NOTE- 34p.

Center resource list, and a brochure describing career counseling and information resources at Oakland University are appended. (NB)

ED 339 965 CG 023 870

Knowles, Jon
"It Can't Happen to Me!": True Stories about AIDS.
PUB DATE- 90
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Adolescents; *At Risk Persons; *Sexuality

This brochure presents facts and information about Acquired Immune Deficiency Syndrome (AIDS) for teenagers and young people. A story tracing the sexual activities and exposure to AIDS of a group of teenagers is presented, interspersed with objective information about one's chances of getting the human immunodeficiency virus (HIV), how one contracts AIDS, what HIV is, and how to use a condom. Four steps to a healthier and safer sex life are given and examples of safe and risky sex activities are listed. Three additional steps to a healthier and safer sex life are suggested. Questions are asked of readers throughout the brochure concerning how they would respond to various situations. Telephone numbers are given for further information about AIDS. (NB)

ED 339 966 CG 023 872

Brown, E. Richard; Cousineau, Michael R.
Assessing Indigent Health Care Needs and Use of County Health Services.
PUB DATE- 87
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Health Services; *Health Needs; *Low Income Groups; *Needs Assessment; *Poverty; Use Studies

In 1982 California eliminated 250,000 "medically indigent adults" (MIAs) from the Medi-Cal program and transferred responsibility for their care to the counties, along with about 70% of what the state would have spent on their care had they remained in the Medi-Cal program. There is far greater variability among the counties in benefits, eligibility standards, and procedures than Medi-Cal recipients experience. A historically-based method was developed to assess the extent to which counties have met their responsibilities to MIAs and other medically indigent persons. After appropriate adjustments, the volume of health services used by this population before the transfer was compared to the volume of services provided by the county to the same population at a later point in time. This method was applied to assess the MIA transfer in Los Angeles and Orange Counties. The most striking finding from the study was the difficulty of assessing county performance of mandated responsibilities to the medically indigent. It was concluded that county health services need to improve their data systems. It is apparent even from the analysis of limited data that the transfer of MIAs from Medi-Cal to county responsibility has reduced the access of at least some low-income persons. While many MIAs received care from the two counties, as a group they other, specialized sources of information. The discussion of each area lists key resources being used to address the need and those resources which have potential to help and might be developed. The reader is referred to other sources for additional information. A goal is stated for each area. Several objectives follow each goal. The objectives are the steps to be taken toward attaining the goal. Each has a time frame for accomplishment set within the 10-year period. Suggested strategies and a list of lead agencies and organizations follow each objective. (LLL)

ED 339 985 CG 023 898

Hueth, Colleen Kirkpatrick
Anorexia Nervosa--Parents in Crisis--The Parent Group.
PUB DATE- Aug 91
NOTE- 67p.; Master of Human Services Research Paper, College of Great Falls, Montana.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Anorexia Nervosa; Body Weight; College Students; Eating Habits; Higher Education; High Schools; High School Students; International Organizations; National Organizations; *Parents; *Social Support Groups; Two Year Colleges; Two Year College Students
IDENTIFIERS- Montana

Parents who live with and deal with anorexia nervosa in a daughter often find themselves in crisis. The parent group is one response to that crisis. This study surveyed 30 Montana treatment centers, the 13 Montana AA high schools, and the 12 Montana colleges, universities, and junior colleges to determine what, if any, parent groups existed and what services were offered to students with eating disorders. Letters were sent to five national and international eating disorders associations, and phone calls were made to one national and one world organization. The questionnaires, letters, and phone calls were an attempt to try to find people and places for parents to contact for support with this problem. All of the national associations either proposed a specific model of self-help or support group for parents and family members, or they offered suggestions and help with starting such groups. The national groups also offered newsletters, membership, and information on the eating disorders, research, treatment, and related topics. Most had referral lists for medical and psychological treatment and had community education and awareness programs. They all gave a telephone numbers and addresses for further information. More research is needed so that professionals in the field of eating disorders will recognize the value of the parent group as a source of help for families of victims of anorexia nervosa and other eating disorders. Specific information on all parent and support groups is included. (LLL)

ED 339 986 CG 023 899

HIV Seropositivity and AIDS Prevention and Control: Report on a WHO Meeting (Moscow, USSR, March 14-17, 1989).
PUB DATE- Mar 89
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Reading Achievement; *Reading Instruction; Reading Processes; Reading Research; *Reading Strategies; Rural Schools; *Student Improvement; *Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- Reading Motivation

A year long study used data collected from 3 teachers and 15 students (in the first, third, and sixth grades of a rural midwestern school) to illustrate the relationships between students' understandings, strategic actions, metacognitive awareness, motivation in reading, and teachers who embrace instructional complexities. The complexities involved: (1) instructional understandings that reflect the multiple, complex, interrelated outcomes of becoming literate; and (2) adaptive instructional actions designed to develop understandings of what reading is, what good readers do, how good readers feel, when good readers use their strategic knowledge, and how everything fits together. The three teachers and five students from the lowest achieving reading group in each class participated in the study. Measures were taken at pre-, mid- and post-year time points which assessed teacher instructional understandings and adaptive actions as well as student understandings about reading, strategic actions while reading, awareness of lesson content, and motivation. Results indicated ways to alter thinking and actions about the development of strategic readers, and imply that teachers should embrace the complexities of classroom reading instruction. Findings suggest that the tendency to simplify instructional content actually impedes learning when complex, multiple, interrelated outcomes are sought. (Three tables of data and 2 figures are included; 15 references are attached.) (PRA)

ED 340 006 CS 010 786

Wepner, Shelley B.
The Effects of a Computerized Reading Program on "At-Risk" Secondary Students.
PUB DATE- 91
NOTE- 17p.; Paper presented at the Annual Meeting of the College Reading Association (Crystal City, VA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Computer Assisted Instruction; Grade 8; *High Risk Students; Instructional Effectiveness; Junior High Schools; Reading Achievement; *Reading Attitudes; Reading Programs; Reading Research; Writing Achievement; *Writing Attitudes; Writing Research
IDENTIFIERS- New Jersey

A year-long study examined the effects of a computer-based reading project on students' attitudes and performance in reading and writing. Subjects (73 "at-risk" eighth-grade students in an inner-city school in Paterson, New Jersey) were randomly divided into control and experimental groups. The experimental group used a software package that dealt with the real-life issues of this special population. The control group used a variety of skill-based reading packages from the Minnesota Educational Computing Consortium as well as test preparation software for the New Jersey statewide assessment test. Three pre-post assessment instruments were used: (1) a 22-item teacher-made attitudinal survey; (2) alternate forms of the Gates-MacGinitie Reading Tests; and (3) part 1 of the writing section of New Jersey's High School Proficiency Test.

teaching fostered by the project was a constructivist one resembling the whole-language approach. Three elementary schools in Eastern Massachusetts, and a set of 10 teachers underwent intensive training and were studied over a 3-year period. Results documented the changes teachers made with respect to the organization and climate of the classroom (finding some of the most consistent changes here), and to reading and writing instruction. Results further depicted, in mini case studies, the way each teacher changed over the 3-year period. In addition, results identified three sets of factors (teacher, intervention, and contextual) that had an impact on the change process. Results indicated that complex change in knowledge, beliefs, and practice was not a result of particular factors, but rather resulted from a dynamic interaction among factors--the teacher's abilities and desires interacted with elements of the intervention, and contextual influences interacted with the scope of the intervention. Results further indicated that the presence or absence of the critical factors (dissonance, individualization, chemistry, and coalescing) contributed to extensive, moderate, and minimal change in teachers. Findings suggest that training teachers to use a whole language approach would be most effective. (Ten tables and 5 figures are included; 159 references and 10 appendixes documenting instructional processes and teacher ratings are attached.) (PRA)

ED 340 026 CS 213 100

Jobe, Linda G.
Collaboration in the Classroom: Teaching the We-Search Paper.
PUB DATE- Mar 91
NOTE- 10p.; Paper presented at the Annual Spring Meeting of the National Council of Teachers of English (Indianapolis, IN, March 14-16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cooperative Learning; English Instruction; High Schools; High School Students; Instructional Improvement; *Research Papers (Students); Student Research; Teaching Methods; *Writing Instruction
IDENTIFIERS- *Collaborative Research; *Collaborative Writing

Teachers who are looking for new ways to approach the research paper, and to use cooperative learning in the classroom, can employ the "we-search" paper--a combination of cooperative/collaborative learning and Ken Macrorie's (1988) "I-search" paper. To get started, teachers should: (1) introduce the project and explain its collaborative nature; (2) devise brainstorming techniques for finding a topic; (3) match students by topic choices; (4) provide class time for group meetings; (5) provide a schedule of deadlines for source lists, notes, outlines, rough drafts, and final drafts; (6) discuss the importance of equitable division of labor; and (7) provide evaluation forms so that students can evaluate themselves and the project as a whole. In carrying out the project, instructors may find that some students may not do their share of the work, or that some may disagree on the approach. To counter these problems, teachers can schedule periodic conferences and require weekly reports of individual work. The we-search paper teaches students to work with and learn from others. In addition, teachers have fewer papers to grade, and these papers are of a higher quality. Finally, the we-search

PUB DATE- 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- *Class Activities; Freedom of Speech; High Schools; High School Students; *Journalism Education; *Journalism History; School Publications
IDENTIFIERS- Bill of Rights; *Scholastic Journalism

Designed to raise community consciousness regarding the benefits of scholastic journalism, this collection of material offers suggestions for celebrating Scholastic Journalism Week. The collection provides: brief suggestions for 11 school activities; brief descriptions of 8 classroom activities; a sample press release for scholastic journalism week; a mock colonial newspaper including several short articles outlining the history of American journalism; a list of the benefits of high school publications; and an outline of the history of American journalism. (RS)

ED 340 047 CS 213 135

Russell, David R.
Writing in the Academic Disciplines, 1870-1990: A Curricular History.
PUB DATE- 91
NOTE- 394p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Historical Materials (060),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational History; Educational Trends; Higher Education; Interdisciplinary Approach; Secondary Education; Teaching Methods; Writing (Composition); *Writing Instruction
IDENTIFIERS- *Academic Discourse Communities; Scholarly Writing

This book presents a history of writing instruction outside general composition courses in American secondary and higher education, from the founding of the public secondary school system and research universities in the 1870s through the spread of the writing-across-the-curriculum (WAC) movement in the 1980s. The book examines the ways writing was taught in the myriad curricula that composed the varied structure of secondary and higher education in modern America. It begins with the assertion that, before the 1870s, writing was taught as ancillary to speaking, and that, as a result, formal writing instruction was essentially training in handwriting, the mechanical process of transcribing sound to visual form. From this point, the book examines academic writing, its origins and its teaching, from a broad institutional perspective. It looks at the history of little-studied genres of student writing such as the research paper, lab report, and essay examination. Tracing the effects of increasing specialization on writing instruction, the book notes how two new ideals of academic life, research and utilitarian service, shaped writing instruction into its modern forms. Finally, it presents the history of the current WAC movement, providing a study of the long tradition of other WAC efforts with an analysis of why they have wanted. Twenty-three pages list references. (Author/RS)

ED 340 048 CS 213 136

A study examined the way teachers have been portrayed in nine films spanning a 50-year time period. Thirty-seven teachers attending a graduate education course completed a 27-item questionnaire to rate each of nine films. Results indicated that although the teachers portrayed in the films were distinctly different from each other, overall, the teachers were portrayed as earnest and dedicated, but poorly trained, inept, rebellious, and dull. Findings suggest that viewers would neither emulate these teachers nor be inspired by them to become teachers. (RS)

ED 340 067 CS 507 672

Larson, Mary S.
Family Communication Models on Television: "The Simpsons" and "The Cosby Show."
PUB DATE- 1 Nov 91
NOTE- 36p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Content Analysis; *Family Relationship; Socialization; *Television; Television Research
IDENTIFIERS- *Communication Behavior; Cosby Show; *Family Communication; Simpsons (The)

A study examined the family communication of two television families: the Huxtables, on "The Cosby Show," and the Simpsons. Content analysis was used to analyze communication behaviors in 9 episodes of "The Cosby Show" and 12 episodes of "The Simpsons," and behaviors were coded as to type of communication. Results showed that: (1) both families exhibited primarily affiliative (rather than conflictual) communication behaviors; (2) in the Huxtable family, communication was child/parent centered, while it was spouse/parent centered in the Simpson family; (3) child/parent communication was the most affiliative in both families, while communication between spouses was the most conflictual in the Huxtable family and in the Simpson family sibling dyads were the most conflictual; (4) on both shows, the predominant communication behavior was giving information, followed closely on "The Simpsons" by attacking; and (5) on the Cosby Show, parents and children exchanged information while spouses opposed; on "The Simpsons" the most common communication types were giving directions between parents and children, giving support between parents, and attacking among siblings. Results indicated that both families were positive and supportive in their family communication behaviors. Comparison with B.S. Greenberg's 1980 study concerning families on primetime television showed that several stereotypical communication patterns were no longer present. The communication patterns can serve as models for social learning. (Four tables of data are included; 30 references are attached.) (SR)

ED 340 068 CS 507 673

Vivian, Barbara G.
"Stagecoach": A Vehicle for Observation and Analysis of Small-Group Communication.
PUB DATE- Apr 91
NOTE- 11p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 11-14,

must be addressed: institutional deficiencies, developmental problems, and cultural discontinuities, which encompass internal and external factors. Not only should reform efforts attempt to change educational incentive structures, but also emphasize human relationships and national leadership. A recommendation is made for application of the holistic approach used by the Comer and Levin models within a framework of a new, broad-based social movement supported by a communitywide combination of commitment and human resources. (152 references) (LMI)

ED 340 087 EA 022 629

Slater, Jana Kay
Middle Grades Reform in California: Auspicious Beginnings and High Expectations. Executive Summary and Recommendations: Interim Evaluation.
PUB DATE- 90
NOTE- 17p.; For related documents, see EA 022 630-631.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cooperative Planning; Cooperative Programs; *Intermediate Grades; Junior High Schools; *Middle Schools; Networks; School Restructuring
IDENTIFIERS- *California

The California agenda for middle-grade reform is based on 10 regional networks, each composed of 1 foundation school and approximately 10 partnership schools. An interim evaluation of the reform effort, which occurred from 1988-90, is presented in this executive summary of two annual reports, "Technical Report 1" and "Technical Report 2." "Technical Report 1: Current and Expected Attainment of Recommendations in Caught in the Middle" presents information on the first year of reform implementation, current and expected progress of the 115 participating schools, and characteristics of participating students and teachers. "Technical Report 2: Regional Processes" provides regional information on the first 2 years of implementation, focusing on leadership structures and accomplishments. Each report includes an evaluation design, overall conclusions, major findings, and recommendations. (LMI)

ED 340 088 EA 022 630

Slater, Jana Kay
Middle Grades Reform in California: Current and Expected Attainment of Recommendations in "Caught in the Middle." Interim Evaluation: Technical Report 1.
PUB DATE- 90
NOTE- 76p.; For related documents, see EA 022 629-631.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cooperative Education; *Intermediate Grades; Junior High Schools; *Middle Schools; Networks; Program Development; School District Autonomy; *School Restructuring; Shared Resources and Services
IDENTIFIERS- *California

The California agenda for middle-grade reform is based on 10 regional networks, each composed of 1 foundation school and approximately 10 partnership schools. Background information on middle-grade reform implementation as of 1988-89 and performance-based evaluation in relation to incentive pay plans; (2) recommendations for success of performance-based evaluation systems; (3) the use of classroom observation ratings in performance-based teacher evaluations; (4) problems associated with the observation/rating procedure; (5) the use of student achievement measures as indicators of teacher performance; and (6) some concerns about the effects of performance-based evaluation on minority teachers. References accompany each paper. (LMI)

ED 340 110 EA 023 531

Wildman, Louis
Where Will LEAD Lead? An Update on My LEAD Research.
PUB DATE- Aug 89
NOTE- 10p.; Paper presented at the Annual Meeting of the National AL, August 13-18, 1989). For the author's previous paper on LEAD, see ED 318 078.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Education; Educational Cooperation; Elementary Secondary Education; *Federal Programs; Higher Education; *Leadership Training; Management Development; *Politics of Education; *Program Evaluation
IDENTIFIERS- *Leadership in Educational Administration Dev

Issues in the future of a federal collaborative program, Leadership in Educational Administration Development (LEAD), are discussed in this paper. Problems attributed to LEAD are its antagonistic posture to educational administration programs in higher education and political conflicts of interest. Methodology involved analysis of successful LEAD applications from the U.S. Department of Education. Other criticisms of LEAD include its negative effect on enrollment in university programs; its business-oriented management; assessment practices that contribute to sexual and racial discrimination; an anti-intellectual stance; and lack of research. The recommendation is made for supporting higher education administrator preparation programs. (LMI)

ED 340 111 EA 023 533

Participatory Leadership: School and the Workplace. Proceedings of a Conference (Washington, DC, May 11-12, 1989).
SPONS. AGENCY- Bureau of Labor-Management Relations and Cooperative Programs (DOL), Washington, DC.
PUB DATE- 90
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Leadership; *Participation; *Participative Decision Making; *Public Schools; *School Administration
IDENTIFIERS- *Labor Management Cooperation

Knowledge and awareness of how joint-management initiatives can improve the operation and results of public education are the focus of this document. The synthesis is based on a 2-day conference that brought interest groups from private and public sectors together to discuss participatory leadership in public schools. Several issues are raised, among them the reason for

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Administrator Characteristics; Administrator Responsibility; *Administrator Role; Arbitration; *Collective Bargaining; Elementary Secondary Education; *Superintendents
IDENTIFIERS- *Ohio

A study explored the relationship between superintendent career aspirations and involvement in collective bargaining. Questionnaires mailed to 300 Ohio school superintendents yielded 241 responses, an 80 percent rate. Carlson's (1962) typology was used to classify superintendents as either career- or place-bound. Four factors of collective bargaining were identified--spokesperson and composition of the bargaining team, superintendent involvement, superintendent substitute, and use of specialized negotiators. Findings indicated that career-bound superintendents did not want to be involved in collaborative bargaining, while place-bound superintendents preferred to act as spokespersons. Neither group supported the use of an outside specialized negotiator, though the career-bound group expressed more negative attitudes than did their place-bound counterparts. Each type shared positive attitudes regarding the suggested composition of the bargaining team. Five tables are included. (14 references) (LMI)

ED 340 133 EA 023 584

Williams, John M.; And Others
Operationalization of Leadership by Black and White Leaders: Implications for Validity.
PUB DATE- Nov 91
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 13-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Characteristics; *Blacks; *Cultural Differences; Elementary Secondary Education; *Leadership; *Leadership Qualities; Leadership Styles; Racial Differences; *Test Validity; *Whites

Findings from a study that explored differences in the definition and operationalization of leadership between mainstream and disadvantaged groups are presented in this paper. The "fuzzy concept operationalization method" was used to define leadership traits in two groups of leaders participating in two different leadership training workshops: 12 black community leaders and 9 white educational administrators. Findings indicate that the white group used abstract terms to define leadership, while black respondents described leadership in more concrete forms. White and black leaders stressed motivation and resourcefulness, respectively. Both groups expressed agreement on such traits as communication, trustworthiness, concern, and decisiveness. A conclusion is that the definition of leadership should include personal traits, environmental and situational variables, and behavioral features. Findings account for changes in leadership ratings that may occur when standardized leadership inventories are applied to different cultural groups. The appendix contains ratings of leadership traits by key words. (12 references) (LMI)

(110)
DESCRIPTORS- *Delivery Systems; *Disabilities; *Educational Trends; Elementary Secondary Education; Federal Legislation; *Handicap Identification; *Incidence; Prenatal Influences; Preschool Education; *Special Education; Statistical Data; Substance Abuse; Teacher Supply and Demand; Trend Analysis
IDENTIFIERS- ERIC Digests; Prereferral Intervention

This digest presents summary statistics addressing the following questions: (1) "How are children with disabilities defined?" (2) "Who are the students served?" (3) "Where are these students receiving their special education?" and (4) "How many teachers are needed?" The digest also examines past and present trends and their implications for the future of special education. Trends identified include: a possible future decrease in special education students as prereferral interventions serve "hard to teach" students; a continuing decrease in the number of students identified as mentally retarded (possibly due to more restrictive standards, a corresponding increased number of students identified as learning disabled, and avoidance of overrepresentation of minority students as mentally retarded); a possible increase in the number of children served due to prenatal exposure to drugs and alcohol; and increased numbers of very young children served as a result of federal mandates. Includes 10 references. (DB)

ED 340 155 EC 300 804

Asthma: Guidelines of Care for Children with Special Health Care Needs.
PUB DATE- 91
NOTE- 62p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Vocabularies/Classifications (134),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adolescents; *Asthma; Child Development; Children; Chronic Illness; Developmental Stages; Drug Therapy; Family Programs; *Health Needs; *Health Services; Human Services; Infants; Interdisciplinary Approach; Medicine; Recordkeeping; Resources; *Special Health Problems; Symptoms (Individual Disorders); Vocabulary; Young Adults; Young Children
IDENTIFIERS- Minnesota

This booklet contains guidelines to help families coordinate health care of a child with asthma. The first section provides general information covering what asthma is, the signs and symptoms of asthma, effects of asthma, and the use and effects of various medications. A section on health care focuses on the use of the Family Centered Health Care Team, periodic health care, and record-keeping. The next section reviews the asthmatic child's needs for health care, proper development, schooling, and day care for each of the following age groupings: infants ages 0-2, preschool children ages 3-5, school-age children ages 6-12, adolescents ages 13-17, and young adults ages 18-21. The next section briefly describes family support services in the areas of advocacy, human services, schools, family support groups and networks, recreation, travel, safety, and siblings. A glossary of about 50 asthma-related terms is provided. A listing of resources includes 8 asthma-specific organizations; 16 books, pamphlets, and videos for children and families; 15 articles and books for

Education; *Staff Development; Units of Study

This practicum attempted to provide five teachers in a preschool special education program with improved strategies for systematic and consistent instructional planning. The objectives included improvement of classroom environments, improved planning for small and large group interactions, and development of methods of individualizing instruction. Practicum implementation included 12 weekly inservice sessions followed by 12 weeks of classroom implementation. The unit topic approach was utilized in working toward the objectives. The evaluation was accomplished by using checklists for each objective, from teacher feedback, parent comments, and review of lesson plans. The evaluation indicated that classroom environments and planning/teaching strategies improved. Appended are a survey of instructional activities, a preschool teacher observation log sheet, observation checklists for classroom environments, a statement of the school's educational philosophy, a calendar with preschool unit ideas, a sample monthly bulletin, a list of concepts preschoolers should know, a sample outline for unit planning, an individual goal chart, sample lesson plans, a form for recording preschool parent contacts, and a family service questionnaire. Includes 39 references. (DB)

ED 340 174 EC 300 824

Sheldon, Cynthia H.
Developing an Ethnically Balanced Population in a Residential Child Caring Facility for Emotionally Disturbed Females Age 13 through 17.
PUB DATE- 8 Mar 90
NOTE- 53p.; M.S. Practicum, Nova University. Poor quality type throughout.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Attitude Change; *Behavior Disorders; *Black Youth; *Emotional Disturbances; Females; Minority Groups; Program Effectiveness; Racial Attitudes; *Recruitment; *Residential Programs

This practicum report describes a recruitment program to include black residents in a residential program for teenage girls with emotional problems. Recruitment efforts stressed the following four principles: (1) staff preparation for work within a multicultural setting; (2) presentation of the facility to new black referral sources; (3) renewed contacts with current and past clients emphasizing the desire for black enrollment; and (4) the willingness to accept non-payment cases and informing referral sources of this willingness. After the recruitment efforts black representation was increased from 0 to 5 percent (one new resident) and racial attitudes among the residents became more positive. The recruitment program was approved for ongoing use by the facility. Results of the survey of racial attitudes before and after admission of the black resident are appended. Includes 10 references. (DB)

ED 340 175 EC 300 825

Roberts, Richard N.; And Others
Paraprofessional Home Visitor Training Programs: A Review of the Current Status of Preservice and Inservice Training.
PUB DATE- 91
NOTE- 24p.
LANGUAGE- English

group, a psychological proficiency factor was the dominant characteristic; and for the medicated ADD group, the medication appeared to alleviate the dominance of extended processing difficulties. Other findings suggested a phonologically driven correlate of extended processing in the LD subjects in comparison to an attention driven correlate in the ADD groups. Evidence for the possibility of at least two LD sub-types (attention-based LD and language-based LD) was found. Also noted is the impact of late developing frontal lobe neural pathways on the attention-working memory-executive function complex and the development of increasing learning difficulties through adolescence in the ADD population. Includes 54 references. (Author/DB)

ED 340 194   EC 300 844

Cherkes-Julkowski, Miriam; Stolzenberg, Jonathan
Reading Comprehension, Extended Processing and Attention Dysfunction.
PUB DATE- Oct 91
NOTE- 11p.; Paper presented at the Meeting of the National Council on Learning Disabilities (Minneapolis, MN, October 1991). For a related document, see EC 300 843.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention Control; *Attention Deficit Disorders; *Cognitive Processes; Elementary Secondary Education; *Learning Disabilities; Metacognition; *Reading Comprehension
IDENTIFIERS- *Executive Function (Cognition)

This study investigated the role of executive function in children with attention deficit disorders (ADD) by comparing differences resulting when diagnostic measures of reading comprehension consisting of either short or long passages were used. Subjects (all in grades 1-12) were grouped as having an attention deficit disorder (ADD) and not taking medication (N=37), as non-ADD learning disabled (N=36), as ADD on medication (N=19), and as non-handicapped (N=58). Findings indicated that the ADD subjects tended to: (1) do more poorly in comprehending extended reading passages than shorter ones; (2) do more poorly than other children on extended reading passages; and (3) manifest a greater difference between their abilities to comprehend shorter versus longer passages than other groups at three of the five age levels considered. Results also supported the existence of two types of learning disability: attention-based LD and language-based LD. (Author/DB)

ED 340 195   FL 017 827

Winser, Bill
Using Linguistic Analysis in Educational Research: An Overview of Current Issues in Language and Education.
PUB DATE- May 88
NOTE- 14p.; A symposium presented to the ANZAAS Centenary Congress (Sydney, New South Wales, Australia, May 1988).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Cultural Context; Educational Research; Grammar; *Linguistic Theory; Models; Research Methodology; Social Influences; *Structural Analysis

ED 340 214 FL 019 928

Draper, Jamie B.
Foreign Language Enrollments in Public Secondary Schools, Fall 1989 & Fall 1990.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 91
NOTE- 72p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Difficulty Level; Enrollment Rate; *Enrollment Trends; French; German; Italian; Japanese; *Language Enrollment; Latin; National Surveys; *Public Schools; Russian; Secondary Education; *Secondary Schools; *Second Languages; Spanish; Uncommonly Taught Languages

Results of a national survey on foreign language enrollments in United States public secondary schools are summarized. Aggregate data are provided for fall 1989, and more detailed data are included for fall 1990. Data indicate a 4.5% increase in secondary school language enrollments nationally since 1985. The increase for high schools alone was 6.1%, with 38.4% of all students studying a foreign language. Modern foreign language enrollments have reached their highest level. Spanish, German, French, and Latin dominate. Russian and Japanese enrollments comprise under 1% of total enrollments. Only 6% graduate from high school with over 2 years of foreign language study. Elementary school enrollments, gathered for the first time in the survey, are also noted. Tables present data on the following: public high school language enrollments from 1890-1990; fall 1989 and fall 1990 public secondary school language enrollments; comparison of school and language enrollment changes; state totals by language for grades 7-12, 9-12, and 7-8; individual language enrollments by state and instructional level for French, German, Italian, Japanese, Latin, Russian, and Spanish; enrollments in less commonly taught languages for grades 7-12; enrollments by language (commonly taught and uncommonly taught) and level of instruction; and elementary school language enrollments. (MSE)

ED 340 215 FL 019 931

Christensen, Torkil
Reading Comprehension--The Reader and the Read in College Classrooms in Japan.
PUB DATE- 90
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Classroom Research; College Students; *English (Second Language); Foreign Countries; Higher Education; *Instructional Materials; *Reading Comprehension; *Reading Instruction; Reading Materials; Student Attitudes; Surveys
IDENTIFIERS- *Japan

Some problems facing Japanese learners reading English as a Second Language at the college level are discussed, based on classroom experience with first- and fourth-year English majors. In one group of tasks, students were asked to respond to an open-ended question, perform a reading comprehension exercise, and find specific constructions in newspaper articles. Responses indicate that if the students are not familiar with a question's format they have difficulty slowed monologue. Comprehension questions were in English. Results indicate comprehension of the filled-pause version was significantly better than for the normal, slow, and blank-pause versions, with little difference in comprehension found among those versions. Overall, insertion of hesitation markers was the most effective aid to listening comprehension. Instructional implications are considered. (MSE)

ED 340 235 FL 019 952

Pino, Barbara Gonzalez
Culture-Authentic Materials in the Foreign Language Classroom.
PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cultural Education; Cultural Enrichment; Elementary Secondary Education; Foreign Countries; Hispanic American Culture; *Instructional Materials; Language Teachers; *Latin American Culture; Questionnaires; *Second Language Instruction; *Spanish; Summer Programs
IDENTIFIERS- *Authentic Materials; *Mexico (Michoacan)

The importance of using culturally authentic materials in foreign language instruction is discussed within the context of national calls for American students to understand other cultures. A brief report on a summer institute for Spanish teachers is presented. Participants studied the teaching of culture, some tenets of U.S. culture for awareness and comparison purposes, and the culture of Mexico in general and of Michoacan in particular. Coursework included information on schooling, family structure, sex roles, social class, indigenous cultures, the ritual life of the community, popular and fine arts, etc. Participants also defined and shared extensive quantities of authentic materials. Materials identified as "clearly authentic" included transcripts, greeting cards, newspapers, invitations, advertisements, menus, and schedules. "Teacher-made" materials included videos, slides, prints, and taped interviews. "Derived" materials included questionnaires for students and writings based on personal experiences. Teachers also wrote narratives to describe the "intimate" culture they had experienced, such as weddings and baptisms. Materials gathered within the Hispanic community in San Antonio, Texas, during a 2-week orientation prior to the Mexico institute were also defined as authentic. Activities and evaluation procedures were developed for classroom use. Five appendices contain the following: steps in preparing class activities based on culture-authentic materials; types of authentic materials; student response and involvement formats/functions; and an evaluation form for culture teaching. Contains 12 references. (LB)

ED 340 236 FL 019 953

Stephens, Ofelia
Increasing English Language Skills for Fourth and Fifth Grade ESOL Students through Television Ads and Programs.
PUB DATE- 8 Nov 91
NOTE- 49p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Audiovisual Aids; *Critical Thinking; *English

Chinatown Site.
PUB DATE- 89
NOTE- 100p.; Faint broken type throughout.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Asian Americans; Cooking Instruction; Creative Writing; Cultural Traits; Educational Attitudes; *English (Second Language); Expository Writing; Family Relationship; Fashion Industry; Foreign Countries; *Immigrants; *Labor Education; Land Settlement; Literacy Education; Personal Narratives; Second Language Learning; Social Values; *Student Developed Materials; *Student Publications; Travel; Unions
IDENTIFIERS- China; *International Ladies Garment Workers Union; *Workplace Literacy

The student magazine created by the English-as-a-Second-Language (ESL) classes of a local unit of the International Ladies' Garment Workers' Union is a collection of personal opinions, reports, and creative writing with illustrations. The Chinese immigrant community, where the magazine was produced, is reflected in the magazine's content. Sections include: international recipes; student statements on education; memories of native countries; accounts of knowledge gained from travel experiences; personal narratives about family and family life, information and essays on Chinese culture; brief writing samples of beginning English students; and poems about experiences or issues not understood by a newcomer. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 340 257 FL 800 064

McCullough, James, Comp.
A Beginning Core Collection of Literacy/ESL/L1/ABE Resource Materials for Collection Development in a Literacy Library.
PUB DATE- 5 Jul 88
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Basic Education; *English (Second Language); Information Sources; *Library Collection Development; *Literacy Education; *Native Language Instruction; Resource Materials

A bibliography of materials recommended for inclusion in a literacy library includes over 160 citations of books, textbooks, curriculum guides, and other resources on several areas related to literacy education. In each citation, basic bibliographic information is given and the item's classification as to skill level, language skill, and topic area are provided. Topic areas include English as a Second or Foreign Language and adult basic education. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 340 258 FL 800 149

A Guide to Teaching ESL in Amnesty Preparation Classes.
SPONS. AGENCY- New York State Education Dept., Albany.
PUB DATE- 90
NOTE- 550p.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom

is cross-referenced with methods of instruction and aids. (MN)

ED 339 798 CE 051 797

Impact of the Holmes Group Recommendations on Industrial Teacher Education. A Symposium (St. Louis, Missouri, December 3, 1988).
PUB DATE- 3 Dec 88
NOTE- 71p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Higher Education; *Industrial Arts Teachers; Industrial Education; *Preservice Teacher Education; Program Content; *Program Design; Program Development; Trade and Industrial Education; *Trade and Industrial Teachers
IDENTIFIERS- *Holmes Group

Five presentations are provided. "Technology Teacher Education: A Framework for Program Redesign" (Thomas Erekson, Scott Johnson) discusses the design and development of a technology teacher education program at the University of Illinois with lists of course requirements and illustrations of course sequence. "Teacher Preparation in Industrial Education: Program Proposal from the Faculty in Industrial Education" (David Bjorkquist) proposes a redesign of the program at the University of Minnesota. Outlines are provided of an undergraduate program for a Bachelor of Science in industrial education and an initial licensure program for industrial technology teachers. "The Impact of the Holmes Group Recommendations at Virginia Tech" (William Dugger, James LaPorte) explores the restructuring of the teacher education program, the change process, and the major impacts. "The Impact of the Holmes Group Recommendations on Industrial Teacher Education at Texas A&M University" (Daniel Householder) considers teacher education requirements and guidelines in Texas, program revisions, and the major impacts. "Technology Teacher Education Proposal with Special Consideration for Career Patterns" (Keith Blankenbaker) offers a proposal that attempts to address technology teacher education from the perspective of career patterns and to outline a program consistent with the Holmes Group goals. (YLB)

ED 339 799 CE 052 240

Summary, Conclusions and Recommendations on an Evaluation of Vocational Guidance Services.
PUB DATE- 87
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Counseling; *Career Guidance; Counseling Services; *Counselor Evaluation; Counselor Training; Educational Research; *Guidance Programs; Higher Education; Program Effectiveness; *Program Evaluation; Secondary Education; State Departments of Education
IDENTIFIERS- *Puerto Rico

A study evaluated vocational guidance services and guidance counselors in Puerto Rico. It included the guidance counselors in the Vocational and Technical Program and a representative sample of guidance counselors in all other programs in the Department of Public Education. Findings were made regarding guidance counselors and supervisors, students in vocational and technical institutes, superintendents and school directors, the

The automotive industry continues to be the only industry that has set national standards for vocational-technical education and certification programs that meet those standards. The certification program for automotive technician training has proved that it improves the quality of training in programs at secondary and postsecondary levels. Private schools are currently becoming involved in the certification program, with 55 private schools now approved by the National Association of Trade and Technical Schools. The impact of program certification is directly related to the emphasis placed upon such certification by the state leadership for vocational-technical education. The following states lead in program certification: Kentucky, Ohio, California, Georgia, and Florida. Promotion of certification for programs continues to be the major problem. A review of reports of employer evaluation of graduates of the programs showed employers were very positive, evaluating vocational graduates highly. Auto body certification programs have begun. The certification bodies have also begun to develop updating programs. (Statistics by the National Automotive Technicians Education Foundation on certification programs in 47 states are provided.) (KC)

ED 339 818 CE 054 434

Ritchie, Robert
Views of U.S. Public School Administrators on the Status of U.S. Public Education and the Role of Corporate America.
PUB DATE- Jan 90
NOTE- 130p.; Filled in type throughout.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Corporate Support; Employer Attitudes; *Family Influence; *Public Education; *School Business Relationship; *Standards; Student Motivation; *Superintendents; Teacher Motivation

A survey was conducted jointly by the American Association of School Administrators (AASA) and the Allstate Insurance Company to obtain the opinions of public school system administrators in order to contrast their views with those of 404 executives in the largest U.S. corporations. A questionnaire, mailed to 1,000 district superintendents who were members of AASA in December 1989, brought a return rate of 38.5 percent (385 responses) by January 1990. Among the findings were the following: 86 percent of the school administrators were from cities with populations under 500,000, whereas only 22 percent of the corporate executives were from such smaller cities; school administrators gave the public education system a B minus, whereas executives gave it a C minus; school administrators are quite optimistic about the trend toward improvement in public education, but executives were far less optimistic; administrators identified current educational problems as having to do with the role and structure of today's families, and executives blamed lack of emphasis on teaching the basic skills, undermotivated or poorly trained teachers, undermotivated students, and low academic standards; administrators perceived that the things most frequently done by companies to assist schools were contributing materials or equipment, offering summer or part-time jobs, and contributing money. Administrators perceived far less activity than the executives claimed on behalf of their companies. (An appendix more than half the document, includes data tabulations and copies of the questionnaires for school administrators and

The most common programs provided were literacy, dropout prevention, occupational training, and school-to-work activities. All states used a portion of the 20 percent funds for administration of the 8 percent program. Forty-two states recommended retaining the education-coordination set-aside program. About half the states suggested that changes were needed. Empirical evidence from three states was compared to determine uses of the set-aside. The set-aside programs were found to serve proportionately more dropouts and more "least job ready" individuals than the Title II-A programs. Isolated cases of misuse of funds were found not to outweigh the positive and innovative programs resulting from the flexibility that states have. (Chapter-end appendixes provide additional data and information. Twelve references are provided.) (YLB)

ED 339 837 CE 059 756

Rojewski, Jay W.; Meers, Gary D.
Directions for Future Research in Vocational Special Needs Education.
PUB DATE- Apr 91
NOTE- 80p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Delphi Technique; Educational Assessment; Futures (of Society); Long Range Planning; National Surveys; *Needs Assessment; Postsecondary Education; Questionnaires; *Research Needs; Secondary Education; Special Education; *Special Needs Students; Statistical Analysis; Validity; *Vocational Education

A two-phase empirical investigation identified, categorized, and prioritized research needs in vocational special education for the next 10 years. Phase 1 involved 18 university personnel in a three-round Delphi technique that generated 91 future research objectives. Research statements collected from Round 1 questionnaires were used to construct nine major categories. Descriptive statistics (mean, interquartile range, median) were used to analyze second- and third-round responses in terms of future research. A high degree of consensus was achieved on 57 percent of the research statements. In Phase 2, a questionnaire containing 30 research statements identified as having highest need for future research activity were distributed to a national sample of 450 special needs professionals. A 52.9 percent response rate found a high level of perceived need for research areas listed. An exploratory factor analysis using a principal components procedure with varimax rotation generated eight major dimensions. These categories were refined through a qualitative analysis of additional research problems generated by respondents. The final research framework included professional training and development, quality measures of student outcomes, transition and delivery systems, program evaluation, relevance to vocational preparation, support systems and ancillary services, personal and sociological issues, and policy issues. (Appendixes include 17 references, participant list, and questionnaires.) (YLB)

ED 339 838 CE 059 757

Couch, Carol A., Ed.
Gender Equity and Nontraditional Career Choices.
SPONS. AGENCY- Indiana State Commission on Vocational and Technical Education, Indianapolis.
PUB DATE- 91

guidelines; (7) assessment records; and (8) sample job assessment sheet and assessment profiles. Part B contains on-the-job training units on the following topics: workplace safety, make-ready, operate, end-of-run completion, and maintenance. Each unit consists of notes for trainers, checklists for all performance criteria, and short answer questions. The notes for trainers include unit of competence, element of competence, performance criteria, boundary statements that specify the conditions/limiting factors under which performance is to be demonstrated, and content. Additional information, explanations, and practical suggestions are also included in the notes. (YLB)

ED 339 855 CE 059 777

Guthrie, Hugh
Performance Indicators Revisited.
PUB DATE- 91
NOTE- 94p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Quality; *Efficiency; *Evaluation Criteria; Foreign Countries; *Organizational Effectiveness; *Performance; Performance Factors; Postsecondary Education; Program Development; Program Effectiveness; Program Evaluation; Program Implementation; Quality Control; School Effectiveness; Secondary Education; Technical Education; *Vocational Education
IDENTIFIERS- *Performance Indicators; *TAFE (Australia)

Information was gathered about how Technical and Further Education (TAFE) agencies throughout Australia were implementing and using performance indicators. The context of TAFE's perceived mission and corporate goals were considered. A history of the development of national performance indicators in TAFE was compiled. The project drew heavil, on letters and accompanying documentation provided by individuals or groups within state/territory TAFE agencies to study initiatives in developing performance indicators. Findings indicated that Victoria, Tasmania, and the Northern Territory had undertaken relatively little development, although the issue was receiving significant attention in Victoria. Western Australia, New South Wales, Queensland, and South Australia had made significant progress in the development of performance indicators and systems. The Australian Capital Territory Institute of TAFE had a considerable history in the development and use of performance indicators. A review of the literature focuses on the following key words: planning, management information, accountability, and quality and quality improvement. In a final chapter, this publication uses an extended medical analogy to look at the strengths and weaknesses of performance indicators and considers a range of other issues, such as data quality, social justice and the use of performance indicators, and the development and implementation process. (A 78-item bibliography is included, followed by 4 appendixes: a project network list; a list of indicators and collection processes; comments on specific indicators; and a list of performance indicators.) (YLB)

ED 339 856 CE 059 785

Crawford, Everett; And Others
A Changing Nation--Its Changing Labor Force. Research Report Number 91-04.

Maps; Money Management; One Parent Family; Parent Child Relationship; School Orientation; Tutors
IDENTIFIERS- *Family Literacy

The books in this family literacy guide are listed alphabetically by title in each of three sections. The author, publisher, copyright date, reading level, type of book, number of pages, International Standard Book Number, price, and annotation comprise each entry. The topic of the family contains 11 titles: "Angry Feelings"; "Beginning with Books..."; "Books To Begin with--Easy-to-Read Books for Family Reading"; "The Childbearing Year"; A Good Beginning--Enjoying Your Baby's First Year"; "Healthy Foods, Healthy Baby"; "Making It Right"; "What Will School Be Like"; Why Is Daddy Leaving"; "You and Your Child's Teacher"; and "You Can Be Free--An Easy-to-Read Handbook for Abused Women." The family in the community includes five titles: "Life Skills Reading"; "Payday--Managing Your Paycheck"; "Speaking Out on Health--An Anthology"; "What You Must Know about AIDS"; and "You Are Here--A Guide to Everyday Maps, Plans, and Diagrams." There are three listings in materials for tutors and teachers: "Family Literacy in Action--A Survey of Successful Programs"; "Family Reading--An Intergenerational Approach to Literacy"; and "Reading with Children--A Handbook for Literacy Tutors." In addition, nine sources for more information and addresses of publishers and distributors are listed. (NLA)

ED 339 874 CE 059 814

Lane, Martha A.; And Others
Workforce Literacy: Employment & Workplace Materials. A Guide to Recent and Recommended Books.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Beginning Reading; Business English; Career Development; Communication Skills; Daily Living Skills; Employment Interviews; Employment Patterns; Employment Programs; *English (Second Language); *High Interest Low Vocabulary Books; Immigrants; Intercultural Communication; *Job Search Methods; Job Skills; *Labor Force; Mathematics Skills; Reading Skills; Skill Development; Success; Vocational Adjustment
IDENTIFIERS- *Workplace Literacy

The books in this work force literacy guide are listed alphabetically by title in each of two sections. The author, publisher, copyright date, reading level, type of book, number of pages, International Standard Book Number, price, and annotation comprise each entry. "Basic Books for Adult New Readers" contains 14 listings: "Building Success in the Workplace"; "Communication Skills That Work--A Functional Approach for Life and Work, (Books 1 and 2)"; "Don't Get Fired--How To Keep a Job"; "Get Hired--Finding Job Opportunities"; "How To Get a Job and Keep It"; "Job Interview Guide"; "Math Skills That Work--A Functional Approach for Life and Work"; "More than a Job"; "Practicing Occupational Reading Skills"; "Reading Skills That Work: A Functional Approach for Life and Work, Books 1 and 2"; "Real Life Employment"; and "Work-Wise--Tactics for Job Success." "Books for English-as-a-Second-Language Students" contains six listings: "Whattaya Do--Business English"; "The Working Experience"; "The Working team spirit was used to advantage. Statistics were compiled and reported. Two adult and two teen single parent project director state meetings were held. The statewide statistical report enabled the Director of Equal Vocational Programs to direct resources for the coming year. Most programs used a central place for the main efforts and implemented an outreach campaign in the outlying counties. They reported serving a different kind of single parent during outreach efforts. Statistics showed an increased "regionalization" of adult single parent/displaced homemaker programs. Statistics supported the idea that a side benefit of the teen single parent programs was that teen parents got their diploma and became better parents with healthier babies. (Extensive appendixes include the following: names, addresses, and a contact for single parent/displaced homemaker projects; evaluation of teen single parent professional development: statistics and percentages; statistical report for fiscal year 1989; and intake and outcome forms.) (YLB)

ED 339 892 CE 059 848

Taylor, Angela; And Others
Employer Perceptions of Single Parent/Homemakers' Skills.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 90
NOTE- 52p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Adults; Comparative Analysis; *Displaced Homemakers; Early Parenthood; *Education Work Relationship; *Employer Attitudes; Employment Qualifications; Entry Workers; *Job Skills; *One Parent Family; *Program Effectiveness; State Programs; State Surveys
IDENTIFIERS- Kentucky

A study determined employer perceptions of single parents/displaced homemakers' skills after receiving training through special training centers across Kentucky. Centers were funded through the Carl D. Perkins Vocational Education Act. Employer perceptions of single parents/displaced homemakers in comparison to other employees was also investigated. Attention was also given to identifying transitional characteristics as this population moved from training to employment. A literature review focused on employer expectations regarding employee skills. Data were collected through a written survey and interviews with 99 Kentucky employers who had hired single parents/displaced homemakers during the past 2 years. Employers rated the single parent/displaced homemaker graduates as having the necessary skills to perform their job duties well. As a whole, these employees were able to make appropriate transitions from an unpaid working status to paid employment. Employers did not view the single parent/displaced homemaker as any different than other employees who had been hired. In written survey results, employers spoke more highly of worker characteristics such as attitude, motivation, and flexibility than of actual job skills of these employees. In qualitative interviews, employers listed worker characteristics more often as strengths than job skills. (Appendixes include a list of 13 references, correspondence, survey, interview schedule, and 3 tables.) (YLB)

ED 339 893 CE 059 849

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Basic Education; Adult Literacy; Educational Planning; High School Equivalency Programs; Illiteracy; *Inservice Teacher Education; *Literacy Education; Models; *Program Design; Program Development; Program Evaluation; Program Implementation; Student Recruitment; Teacher Improvement; Teacher Recruitment; Whole Language Approach; Workshops; *Writing Instruction

The New York Public Library Centers for Reading and Writing developed a Saturday writing class for adult literacy students. The class design also provided an opportunity to train volunteers and professional teachers in this model of writing instruction. One project goal was to formulate suggestions for others setting up such courses, which follow. The writing workshop/course should be adapted to be context specific. Its design should be consistent with the overall goals of the program. Two important considerations are the level of the students to whom priority will be given and students who can be helped. Sufficient time should be allocated for recruitment of the teaching team, students, and tutors/teachers. An intake procedure should be planned that provides students the opportunity to meet each other and the instructors and to identify the kinds of writing they are working on and the kinds they would like to learn. An atmosphere should be fostered in which teachers can plan the course organization in a way that makes sense to them and is consistent with the program's instructional philosophy. The instructional approaches should be consistent with the overall program philosophy and goals. Both ongoing and final assessment should be built into the educational program. The plan for the tutor/teacher participants should include concerns expressed by the group and wide experience in writing, discussion, and reading. Program improvements include additional recruitment efforts and investigation of the writing process of adult literacy students. (YLB)

ED 339 911 CE 059 875

Ellison, Arthur
Project VITAL. Final Financial Status and Performance Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 15 Nov 89
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Basic Education; Adult Literacy; Battered Women; Disabilities; *Illiteracy; *Improvisation; *Librarians; *Literacy Education; Minority Groups; Program Evaluation; *Staff Development; Teacher Education; Training; *Volunteer Training; Workshops

In its third year of funding, Project VITAL (Volunteers In Training Act and Learn) was designed to provide literacy training to 500 librarians, coordinators, and volunteers working in literacy programs. Through the techniques of improvisational theater, structured scenarios were enacted dealing with illiteracy, women's concerns of domestic violence, and issues of the elderly, minorities, and persons with disabilities. After skits were presented, a facilitator encouraged trainees in the audience to discuss the specific problems with the scenario characters. A second component of goal setting, and use of leisure time; exploring different career possibilities; learning about the working experience as it actually is; becoming informed about four-year college entrance and graduation requirements, different majors, sources of financial aid, and various college services; and learning to get along with advisors, instructors, younger students; learning how to cope with single parenting, divorce, marital stress, and job, family, and school conflicts; and learning how to deal with differing opinions and discrimination. Five composite null hypotheses were tested employing a three-way analysis of variance. The results of the study appeared to support these generalizations: married students have greater educational planning needs than single students; and students with income levels from $21,000 to $29,999 have greater needs in the area of association than students with incomes over $50,000. The following interactions also appeared to be supported: (1) between gender and marital status for career development; (2) between age and credit hours enrolled for career development; (3) between age and credit hours enrolled for educational planning; (4) between age and credit hours enrolled for association with others; (5) between age and credit hours for life skills development; (6) between income level and number of children at home for career development; (7) among race, income level and number of children at home for career development; and (8) income level and number of children at home for educational planning. (Author/LLL)

ED 339 929 CG 023 830

Carswell, Rita Lee
Abuse in Dating among High School Adolescents.
PUB DATE- 9 Jan 91
NOTE- 92p.; M.S. Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Dating (Social); Family Life; High Schools; High School Seniors; *High School Students; Interpersonal Relationship; Self Esteem; *Sexual Abuse
IDENTIFIERS- *Physical Abuse

This study investigated abuse during teenage dating relationships. A status survey design with pre-determined and post hoc grouping was employed. The independent variables investigated were self-esteem, gender, classification, quality of family life, dating frequency, longest dating relationship, and dating style. The dependent variables were physical abuse, emotional abuse, sexual abuse, and total abuse. Subjects were high school juniors and seniors, including 142 females and 131 males, from a predominately Russian-German community of 20,000 in Kansas. Instruments employed were the Abuse Inventory and Personal Attribute Inventories for Self and Family. The results appeared to support the following generalizations: (1) subjects with low self-esteem reported greater sexual abuse than those with moderate and high self-esteem; (2) males reported greater physical abuse than females; (3) subjects with high quality of family life reported less emotional, sexual, and total abuse than those with low quality of family life; (4) those who dated occasionally reported less physical abuse than those who dated often, and those who dated often reported less total abuse than those who dated occasionally; (5) juniors, regardless of self-esteem, reported less physical abuse than seniors, and seniors with moderate self-esteem reported less emotional and total abuse than juniors with moderate self-esteem; (6) subjects

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Employment Problems; *Locus of Control; *Males; Marital Satisfaction; *Marriage; Personality Traits; *Underemployment

Prior to 1986, economic conditions had resulted in substantial unemployment, layoffs, and reduced work time, and had produced underemployment and income reductions for families. Debilitating outcomes in such a situation are likely to depend upon a volatile blend of marital and personal qualities between spouses. Given the arguments regarding the role of marital issues and individual characteristics in hardship, and the emphasis in the literature of the traditional provider role, there is a need to explore the experience of underemployment among married men. Consequently, only husbands were selected for this project. Their perception of important marital interactions and individual qualities were utilized to clarify the phenomenon of vulnerability. A random sample of a non-metropolitan northwest community produced 137 couples with a variety of incomes. Twenty-one of them lived on incomes reduced by at least 30 percent. Using data from selected marital and individual qualities among husbands, discriminant function analysis elicted three locus of control subscales that maximized the difference between the hardship and nonhardship groups. Husbands in hardship were more oriented to chance, while nonhardship providers were more internal. Results suggest that locus of control is a distinguishing characteristic among married men. Further research is necessary regarding underemployment, marriage traits, and personal qualities. Part of the developmental process for married men, and recovery from vulnerability, may lie in their willingness to take individual responsibility, and the style and degree this allows spouses and others who care to participate. (LLL)

ED 339 948 CG 023 849

Brindis, Claire; And Others
The Impact on Clinics of the California Office of Family Planning Budget Cuts.
PUB DATE- 91
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgeting; *Clinics; Contraception; *Family Planning; Financial Support; Retrenchment; State Aid; *State Programs
IDENTIFIERS- *California

The California Office of Family Planning (OFP), a branch of the Family Health Division, Department of Health Services, was established in 1973 to provide assistance and services relating to the planning of families. In July 1989, state appropriations for OFP were cut by two-thirds, leaving $12 million to support the provision of family planning and other health services. Funding was restored 7 months later. Prior to the restoration of funds, the California Assembly Committee on Health mailed a written questionnaire to OFP-funded agencies to document effects of the cutbacks. This survey revealed 28 clinic site closures and 4 clinics that discontinued providing family planning services. An additional 43 clinics stopped serving OFP-subsidized clients. Thus a total of 75 clinics were affected, leading to reduced accessibility to subsidized family planning services in 20 counties. The temporary reduction in funding has did not receive the volumes of care they had received under Medi-Cal. (NB)

ED 339 967 CG 023 875

Saucedo, Marcelino
Puente Project Students' Performance. Report on Spring 1988 Sabbatical Leave.
PUB DATE- Jun 91
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Mexican Americans; *Potential Dropouts; *School Holding Power; Two Year Colleges; Two Year College Students
IDENTIFIERS- Cerritos College CA; *Puente Project CA

A study was undertaken to examine the performance of Puente Project students compared to that of Mexican-American students and Anglo-American students in community colleges. Surveys and interviews with Puente counselors were conducted to explore methods and techniques used to deal with potential dropouts. A comparison was made of the number of hours spent on counseling Puente and other Mexican-American students. A video case study was produced in which students gave testimonials to the effects of their educational experiences and compared them to the methods of the Puente Project, and video testimonials of four Puente students on a pre- and post-development English class were completed as well. The Puente English teacher, the Puente counselor, and the Mentor were interviewed. In addition, case studies were conducted on eight Puente Project students to obtain information for a profile on Mexican-American students at Cerritos (California) College. The study provided data showing that the ethnic composition of six English classes at Cerritos College was approximately 70% non-Anglo. The Mexican-American group started at a lower grammar skills mean level than did the Anglo group. The Puente group scored better on a grade point average mean than did either Mexican- or Anglo-American groups. The Puente students had a comparatively higher retention level than (non-Puente) Mexican-American students. The findings, taken together, confirm the effectiveness of the Puente Project in improving the academic achievement levels of Mexican-American students. (NB)

ED 339 968 CG 023 881

Adolescent Health. Volume II: Background and the Effectiveness of Selected Prevention and Treatment Services and Indexes to Volumes I, II, and III.
PUB DATE- Nov 91
NOTE- 836p.; For volume 1, see ED 332 119; for volume 3, see ED 333 290.
LANGUAGE- English
EDRS Price- EDRS Price - MF05/PC34 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adolescent Development; *Adolescents; *Child Health; *Health Needs; *Health Services; Prevention; Secondary Education

This document, the second of three volumes in the U.S. Congress Office of Technology Assessment's "Adolescent Health" series, provides background information on aspects of adolescents' lives and examines the effectiveness of prevention and treatment interventions. Chapter 1, an introduction to this two-part document, provides a summary of the contents of this

PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Health Programs; Incidence; *Prevention; Public Health; Testing

With the development of tests to detect infection with Human Immunodeficiency Virus (HIV), it has become possible to determine its prevalence and to monitor trends in populations. Such information is valuable in designing, implementing, and monitoring public health programs for the prevention and control of HIV and the Acquired Immune Deficiency Syndrome (AIDS). Before the screening of any population for HIV infection, a variety of logistic, laboratory, operational, legal, and ethical issues must be carefully considered. The design of a methodology for HIV surveillance should attempt to maximize the likelihood of obtaining accurate and useful epidemiological information about the distribution of HIV infection in the community concerned while minimizing the likelihood of adverse consequences. Each surveillance method has its limitations. Over the last few years, however, epidemiologists have increasingly advocated unlinked anonymous screening as an accurate and cost-effective method for public health surveillance of HIV infection. The main objective of the European Meeting on HIV Seropositivity and AIDS Prevention and Control was to determine how and when surveys of HIV seropositivity could be used, by reviewing their epidemiological, psychosocial, ethical and legal aspects. Such surveys would be integral components of national AIDS prevention and control programs. This report includes discussion and recommendations on the methods, problems, and usefulness of testing, on ethical and practical issues of HIV surveillance, and the scope and characteristics of effective national programs. (LLL)

ED 339 987 CG 023 900

Psychosocial Aspects of HIV and AIDS and the Evaluation of Preventive Strategies: Report on a WHO Meeting (Lisbon, Portugal, May 28-June 1, 1990). WHO Regional Publications, European Series, No. 36.
PUB DATE- 90
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Behavior Change; Behavior Patterns; Elementary Secondary Education; Higher Education; *Prevention; Program Development; Psychological Patterns; Social Behavior

The spread of Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS) depends very much on the way people behave. Individuals from some groups have been successfully persuaded to modify behaviors that put them at increased risk of HIV infection. The salient questions for future AIDS prevention and control programs are about how this modification actually came about, and how the progress achieved can be consolidated. Psychosocial factors have a vital role in influencing the behavior of both individuals and groups. At the fourth in a series of World Health Organization meetings on AIDS issues, 76 participants met to discuss the psychosocial aspects of HIV infection and AIDS, and to look at the importance of behavioral factors in planning and evaluating strategies for prevention and control. They felt that studies of knowledge, attitudes, and behaviors and practices can be a valuable tool for national AIDS programs if carried out and

Analysis of variance procedures indicated that while there were no significant differences attributable to the group for reading and writing, the attitudes of the experimental group toward their work with computers and themselves as readers and writers improved significantly. (Seven tables of data are included.) (Author/RS)

ED 340 007 CS 010 787

Jansen, Mogens
Society Is Not What It Used To Be--Neither Is Reading: About Reading in an Ecological Perspective.
PUB DATE- 91
NOTE- 34p.; Translated from Danish by Lotte Rosback Juhl.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060)
DESCRIPTORS- *Educational Change; *Educational History; *Educational Trends; Elementary Secondary Education; Foreign Countries; Futures (of Society); *Reading; Reading Materials; Reading Research; Reading Skills
IDENTIFIERS- Denmark; Social Impact

The aim of this monograph is to place reading in an ecological connection (i.e., systems reaching far beyond mere classroom reading) and to illustrate the relations between some of the many factors influencing today's reading material, reading education, and reading research. Reading is examined in connection with different societies, in an attempt to describe reading as the dynamic factor, indeed the most important factor, within the social development that reading, itself, also constitutes. Sections of the monograph discuss how school is changing because society is changing, and how reading materials and reading habits in the Nordic countries have changed over the last 1,000 years. Sections further discuss the dramatic changes in reading in the 20th century (noting how reading has penetrated every function and every corner of society) and the differences in children's texts from the 1920s to today, comparing their contents, concepts, language, and visual appearance, and noting that a wide range of new processes and functions are now termed "reading." The monograph's final sections demonstrate that: reading instruction has to be adapated to the conditions of the time; maintain that reading as it is now taught reflects society as it was, rather than as it is now, an information-based society; and discuss reading in the future. It is concluded that there exists not only a question of new reading possibilities arising in the society--but also of how the new reading will influence the society in which it arises and develops. Forty-seven references are listed. (RS)

ED 340 008 CS 010 788

Miner, Afton M.; Cranney, A. Garr
The Alexandrian Library of Antiquity.
PUB DATE- 9 May 90
NOTE- 28p.; Paper presented at the Annual Meeting of the International Reading Association (35th, Atlanta, GA, May 6-11, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ancient History; Classical Literature;

method frees up time so that the teacher can help students with deeper research problems and issues. Two appendixes (including a research interests survey form and a sample group evaluation form) and a 32-item suggested readings list are attached. (PRA)

ED 340 027 CS 213 101

Weidner, Heidemarie Z.
Double-Voiced Discourse: A Young Woman's Journal from a Nineteenth-Century Composition Class.
PUB DATE- Mar 91
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Discourse Analysis; *Journal Writing; Secondary Education; *Self Concept; Self Expression; *Student Journals; *Teacher Student Relationship; Writing Instruction; Writing Research
IDENTIFIERS- Kentucky; Nineteenth Century; *Personal Writing; Writing Contexts

The examination of the journal (written in 1875) of a student of the Patterson Institute, a "female college" in Kentucky, reveals a young woman with a divided self--one part accepting her teacher's demands, the other undermining the daily writing assignment and the school's rules through acknowledged deception, sly subversion, mockery, and open contradiction. The 15-year-old student's journal entries show a definite structure. They usually begin with a paragraph of "purple prose" along somber lines, followed by references to the weather, and then list daily happenings in relative order of importance. More than anything, however, the ,oung woman is concerned with the writing and grading of the journals. The head of the school teaches rhetoric, and to assure academic performance, he plays on the girls' insecurities and need for acceptance. Although use of a daily journal for writing practice represented a pedagogical innovation, entries were supposed to demonstrate "thought" and convince through examples. The student's struggle for self-definition unfolds through her journal writing until she finally surrenders to her need for acceptance and conforms to her teacher's expectations. Are the classroom journals of today really a means of student empowerment or yet another way of socialization and acculturation? (NKA)

ED 340 028 CS 213 103

Ediger, Marlow
Grammar, Usage, and the Language Arts.
PUB DATE- 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Education; *Grammar; *Language Arts; *Language Usage; *Sentence Combining; *Sentence Structure
IDENTIFIERS- Curriculum Emphases

A modified language arts curriculum has resulted from the

Dawkins, John
Rethinking Punctuation.
PUB DATE- 91
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Authors; Educational Philosophy; Elementary Secondary Education; *Grammar; Higher Education; Nonfiction; *Punctuation; Teacher Student Relationship; *Writing Improvement; *Writing Instruction
IDENTIFIERS- *Principles Approach; *Rule Learning; Stylistics; Writing Models

Many of the best nonfiction writers violate punctuation rules frequently enough to indicate that the rules neither tell very well what to do nor inform very accurately about what is done. An examination of 18 prominent authors' use of the entire hierarchy of punctuation marks shows disagreement and inconsistency among the writers concerning application of rules. Analysis of the writers' works: (1) explains the differences among skilled writers as reasoned principle-based behavior; (2) produces a set of four principles that guide punctuation use; and (3) suggests that punctuation usage should be guided by principles of style, rather than rules that demand strict compliance. Teachers should encourage students to think of punctuation not as a matter of right and wrong, but in terms of stylistic concerns. Punctuation usage should be considered in terms of clarity, appropriateness, effectiveness, and taste. The "principle" approach is positive, while the "rule" approach is negative. In addition, the rule approach is intimidating for students, while the principle approach is easier to learn and less threatening. (Two tables, 122 examples, and 10 endnotes are included.) (SG)

ED 340 049 CS 507 554

Moemeka, Andrew A.
Communication Problems in a Mass Society: Mass Audience, Mass Communication and Development.
PUB DATE- 13 Apr 91
NOTE- 24p.; Paper presented at a Faculty Research Conference of the Connecticut State University Research Foundation (New Haven, CT, April 13, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agenda Setting; *Audience Participation; Communication Research; *Developing Nations; *Development Communication; Foreign Countries; Information Dissemination; *Mass Media Effects; Popular Culture
IDENTIFIERS- Conflict Theory; Nigeria; Third World

This paper examines the problem of how to reconcile the practical realities of the nature of the mass audience with the demands of personal and social development, particularly in Africa and other Third World Countries, where the demands of modernization have confronted traditional norms and values. After defining and clarifying key concepts such as development, communication, mass communication, mass society, mass audience, and types of audience participation, the paper explores the relationship between the mass media and the mass audience, and discusses the effects of the media in terms of conflict theory, social

1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Class Activities; *Films; *Group Behavior; *Group Dynamics; Higher Education; *Speech Communication; *Theory Practice Relationship; Undergraduate Students

IDENTIFIERS- *Small Group Communication; Speech Communication Education; *Stagecoach (Film)

The film "Stagecoach," a 1939 Western epic, was used in a 200-level small-group communication course as an instructional resource to illustrate the emergence of group norms and roles, the treatment of deviance and conflict, and the influence of external threats, interdependent goals, and shared history on the development of cohesiveness within a group. "Stagecoach" is particularly suitable for observing and analyzing small-group communication since it tells the story of nine travelers forced into close proximity for their stagecoach journey. The movie assignment occurred at mid-term to reinforce concepts already introduced, make connections to communicative behaviors in the student group, and introduce concepts that would be covered in more depth later in the semester. While students watched the film, they were given questions to consider as they observed small-group interaction. Their answers demonstrated that the film served as a linking medium for the students between theory and practice. Students' comments following the assignment indicated that the film was useful as an educational tool to help them visualize communication as a process, and to provide an additional avenue to learning. (PRA)

ED 340 069 CS 507 676

Payne, Kay E.

Communicating Change in Organizational Chaos.

PUB DATE- Oct 91

NOTE- 22p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Change; *Change Strategies; Communication Research; Comparative Analysis; *Employer Employee Relationship; Higher Education; *Organizational Climate; *Organizational Communication; Participant Observation; Research Methodology

IDENTIFIERS- American Broadcasting Company; Union Underwear Corporation

A study examined the reactions of organizational members to ownership change. Participant observation during a 2-week stay in each of two national corporations, American Broadcasting Company (ABC) and Union Underwear, provided data in the study. Results showed different reactions to change illustrated through corporate differences in structure, human relations, the political arena, and corporate symbols. Results indicated that in the first organization (ABC), the stability of the structure created a minimum of chaos, while in the second organization, a complete restructuring of the corporation created paranoia, unpredictability and product changes. Since completion of this research, both organizations have maintained profitability. (Author/PRA) recommendations for improvement are provided in this interim evaluation, the first in a series of two reports. Characteristics of participating schools, staff, and students are also described. An overall conclusion is that the California agenda for reform is characterized by auspicious beginnings and high expectations. Contents include an executive summary and introduction, background information on the California middle-grade reform agenda, the implementation process, objectives of regional and school plans, participant characteristics, reform efforts as reported in the program description survey, and conclusions and recommendations. Appendices include a description of interim evaluation reports and methodological design. Twenty-two figures and five tables are included. (LMI)

ED 340 089 EA 022 631

Slater, Jana Kay
Middle Grades Reform in California: Regional Processes: Interim Evaluation. Technical Report 2. Draft.
PUB DATE- 90
NOTE- 193p.; For related documents, see EA 022 629-630.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Objectives; Institutional Characteristics; *Intermediate Grades; Junior High Schools; *Middle Schools; Networks; School Demography; *School Restructuring
IDENTIFIERS- *California

The California agenda for middle-grade reform is based on 10 regional networks, each composed of 1 foundation school and approximately 10 partnership schools. The second in a series of program evaluations, Technical Report 2 presents regional level information on the first 2 years of implementation of the middle-grade reform proposals, 1988-89 and 1989-90, with a focus on leadership structures and regional accomplishments. The report begins with an overview of the state's reform plan and describes regional implementation strategies. Detailed descriptions of processes and activities occurring in each of the 10 regions are provided in 10 separate appendices, which are based on information collected from interviews and site observations. Statistical tables on school and student characteristics and individual schools' CAP percentile ranks are included in each regional description. (LMI)

ED 340 090 EA 022 832

School-Focused Staff Development Guide.
PUB DATE- Jun 90
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Planning; Elementary Secondary Education; Inservice Education; *Professional Development; Professional Training; Program Development; Program Evaluation; *Program Implementation; *School Based Management; *Staff Development
IDENTIFIERS- *Georgia

Evidence suggests that school focused staff development programs are more likely to bring about real school improvement because the individual school is the primary unit of change. These participatory leadership, a strategy intended to delegate authority to those who actually produce the goods and deliver the services; give them a say in the day-to-day management of an operation; and tap their experience, their judgment, and their capacity for teamwork. Another issue in public schools is where participatory leadership exists; a "bottom-up" style as opposed to a "top-down" style of leadership has been used in some school districts. A third issue is how to begin participatory leadership and how to gauge its effectiveness. Conditions of alliances, views on collective bargaining, the need for new assessments, and when to adopt participatory leadership are additional topics discussed. A summary and recommendations are given. Appended is the conference agenda and information on how 11 schools/school districts achieved reform. (RR)

ED 340 112 EA 023 539

Joyce, Audrey B.
Written Communications and the School Administrator.
PUB DATE- 90
NOTE- 420p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Communication Skills; *Editing; Elementary Secondary Education; *Letters (Correspondence); Public Relations; School Administration; *Technical Writing; *Writing Strategies

Aimed at assisting school administrators in writing letters, memos, reports, grant proposals, press releases, summaries, research papers, and other types of documents, this book is organized into three parts. Part 1 covers activities conducted before drafting the document. Following an introductory chapter reviewing four stages of the writing process (prewriting, drafting, revising, and editing), chapter 2 discusses eight techniques for finding writing ideas and methods for organizing them. The informal outline is stressed, but formal outlining techniques are also described. Part 2 treats the drafting process. After describing the structure and format of typical letters and memos, chapter 3 covers the purpose of intended communications. Chapter 4 deals with the formal report, and chapter 5 treats the grant proposal. Chapter 6 discusses the types of public relations writing required of today's administrator, and chapter 7 deals with documents needed for career advancement. Part 3 covers revising and editing. Chapter 8 discusses revision for effectiveness, and chapter 9 reviews nine common stylistic errors. Each chapter contains a list of learning objectives, a summary, and appropriate learning activities. The final section contains over 100 model letters and memos arranged by purpose and audience. Three appendices index letters by purpose, audience, and subject. A general index is also included. (MLH)

ED 340 113 EA 023 542

Farrugia, Charles J.; Attard, Paul A.
The Multi-Functional Administrator. Educational Development in the Small States of the Commonwealth.
PUB DATE- 89
NOTE- 128p.

ED 340 134 EA 023 585

Hardin, Dawn; Cage, Bob N.
Restructuring Education for the At-Risk Youth.
PUB DATE- Nov 91
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 13-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educationally Disadvantaged; Elementary Secondary Education; *High Risk Students; *Organizational Change; School Effectiveness; *School Organization; *School Restructuring

Issues in restructuring education for meeting the needs of at-risk students are discussed in this paper. The six goals of restructuring are: (1) reduce the number of drop outs; (2) raise the level of achievement for all; (3) have business and education work together; (4) create schools which incorporate both social and educational services; (5) restructure the curriculum toward more realistic course offerings; and (6) improve teacher perceptions and attitudes toward at-risk students. Among the 11 recommendations for restructuring are: having every 4-year-old child enrolled in school for a full-day, enrollment of all 5-year olds in full-day kindergarten, teacher assistants for each first, second, and third grade teacher, etc. A model to address the problems of at-risk students is presented; it focuses on school administration/organization, teacher and student attitudes, and curriculum. A conclusion is that schools must adapt to the needs of students. (26 references) (LMI)

ED 340 135 EA 023 586

Holcombe, Bettye Pulliam; Shelton, Aubrey W.
Probationary Public School Districts Using Selected Variables after Remediation.
PUB DATE- Nov 91
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 13-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Accreditation (Institutions); Educational Testing; Elementary Secondary Education; *Low Achievement; *Performance Factors; *Public Schools; School Districts; Scores; *Standardized Tests; State Standards; Tests
IDENTIFIERS- *Mississippi

The purpose of this Mississippi study was to determine if there was a correlation significantly different from zero between test scores, level of accreditation (Level 1--the 17 highest-scoring public school districts in the study, or Level 2--the 18 lowest-scoring), district expenditure per pupil, district size, and eligibility of students for free/reduced lunches as measured by the Basic Skills Assessment (BSAP), the Functional Literacy Examination (FLE), and the Stanford Achievement Test (SAT). All three tests measured reading and math. The BSAP and the FLE measured written communication. The SAT measured language. The BSAP was administered in grades 3, 5, and 8; the FLE was administered in grade 11; and the SAT was administered health professionals; 7 resources (in Minnesota) for specialty medical care for children with asthma; 21 general organizations for children with special health care needs; 20 general books, pamphlets, videos, and catalogs; and 8 sources of health care financing. (DB)

ED 340 156 EC 300 805

Diabetes: Guidelines of Care for Children with Special Health Care Needs.
PUB DATE- Sep 90
NOTE- 51p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Vocabularies/Classifications (134),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Child Development; Children; Chronic Illness; Developmental Stages; *Diabetes; Family Programs; *Health Needs; *Health Services; Human Services; Infants; Interdisciplinary Approach; Medical Services; Recordkeeping; Resources; *Special Health Problems; Vocabulary; Young Children
IDENTIFIERS- Minnesota

This booklet contains guidelines to help families coordinate health care of a child with diabetes. The first section provides general information covering what diabetes mellitus-Type I is, the symptoms of diabetes, causes of Type I diabetes, and effects of diabetes. A section on health care focuses on the membership and functions of the Family Centered Health Care Team, periodic health care, and recordkeeping. The next section breaks down the diabetic child's health care needs, proper development, schooling, and day care for each of the following age groupings: infants ages 0-2, preschool children ages 3-5, school-age children ages 6-12, adolescents ages 13-17, and young adults ages 18-21. The next section briefly describes family support services including advocacy, schools, family support groups and networks, recreation, respite care, safety, and siblings. A glossary of 41 diabetes-related terms is provided. A listing of resources includes 6 diabetes-specific organizations; 23 books, pamphlets, and videos for children and families; 19 articles and books for health professionals; 7 resources (in Minnesota) for specialty medical care for children with diabetes; 21 general organizations for children with special health care needs; 20 general books, pamphlets, videos, and catalogs; and 7 sources of health care financing. (DB)

ED 340 157 EC 300 806

The EEN Triangle of Support: A Guide for Parents. Revised Edition. Bulletin No. 91124.
PUB DATE- Sep 90
NOTE- 30p.; For an earlier edition, see ED 246 586.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Compliance (Legal); *Disabilities; *Due Process; Elementary Secondary Education; *Handicap Identification;

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *At Risk Persons; Children; *Home Programs; *Home Visits; Infants; Inservice Education; *Paraprofessional Personnel; Parent Education; Postsecondary Education; Program Descriptions; *Training Methods

This report reviews the 248 home visiting programs serving children ages birth to 18 which provide a written training curriculum to their paraprofessionals. Programs were identified as part of a national survey of 4,162 potential home visiting programs (1,904 responses). Through a categorization process, 115 programs were identified as having valid home visitor/paraprofessional training manuals. The training programs were evaluated on the following variables: information presented to trainees, training techniques, length of training, incidence of on-going inservice training, incidence of post-training supervision, and presence of a trainee evaluation component. Based on the findings, suggestions of a theoretically optimum training sequence are offered. (DB)

ED 340 176 EC 300 826

Keefe, Charlotte Hendrick
Holistic Assessment of Special Education Students.
PUB DATE- 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Observation Techniques; *Disabilities; Elementary Secondary Education; *Evaluation Methods; *Holistic Evaluation; Student Educational Objectives; *Student Evaluation

This paper recommends the replacement of student evaluation methods based on the behaviorist model with holistic assessment based on principles of seeing individuals as active learners who interact with their physical and social environment. Four approaches are recommended: (1) gathering information from a variety of sources and contexts; (2) a willingness to accept qualitative as well as quantitative data; (3) a view of teachers as competent evaluators; and (4) focus on the primary stakeholders (students, parents, and teachers). Observation is seen to be at the heart of holistic evaluation with the grouping of observations into two categories recommended: "things I know I want to know" and "things I didn't know I wanted to know." Suggested after initial observations are the compiling of a "can do" list for each child as well as the development of individual learning objectives. (DB)

ED 340 177 EC 300 827

Scheid, Karen
Effective Writing Instruction for Students with Learning Problems: The Instructional Methods Report Series.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- Mar 91
NOTE- 74p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

(Linguistics); Transformational Generative Grammar
IDENTIFIERS- *Language Functions; *Registers (Linguistics)

The inadequacies of traditional and transformational models of grammar are overcome in the systemic-functional approach of Halliday, where meaning is built into the grammar and the text is the basic unit. Here, the functional approach is seen in the stress on the role of social/cultural context and in the importance of the role of register, which consists of the environment in which text is instantiated. The language user makes appropriate language choices according to the variables in the context of situation, and the exchange of meaning becomes possible. Register is further explained by three variables (field, tenor, and mode) that relate to three functional components, called metafunctions, in the model. Field corresponds to the experiential function; tenor relates to the interpersonal or social function of language; and mode is linked to the textual function, concerned with the part language plays in making the message. Each of these functions then finds its own place in the lexicogrammatical system through transivity, mood, and theme. Not only does the social order affect language, but the reverse occurs, also. There is a need to raise teachers' and learners' consciousness about language so teachers can work more explicitly with learners and their texts. (Author/MSE)

ED 340 196 FL 018 741

Notes on Linguistics, Numbers 44-47, 1989.
PUB DATE- 89
NOTE- 251p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- African Languages; Bibliographies; Cognitive Development; Computer Oriented Programs; Computer Software; Creoles; Dialects; Dictionaries; Discourse Analysis; Foreign Countries; Form Classes (Languages); Grammar; Language Research; *Linguistics; *Linguistic Theory; Morphology (Languages); Phrase Structure; Quechua; Technical Writing; Tone Languages; Translation; Uncommonly Taught Languages; *Verbs
IDENTIFIERS- Guatemala; Ika; Panare; Quotations

This document consists of the four 1989 issues of the quarterly journal "Notes on Linguistics." These issues include the following significant articles: "The Production of a Linguistic Bibliography" (Pete Unseth); "How to Write a Grammatical Sketch (Without Putting Your Readers to Sleep)" (Thomas E. Payne); "The Voice of the Verb" (Ursula Wiesemann); "A Preliminary Examination of Timing in Nyanja Narrative Discourse" (Ernst Wendland); "Suggestions for the Field Linguist Regarding Quotations" (Robert A. Dooley); "Computing in Linguistics: A Tool for Exploring Morphology" (Gary F. Simons); "Writing 'Nickel Knowledge' Articles" (Howard W. Law); "Charting Verbs for Discourse Analysis" (Rene Vallette); "The Verb Phrase in Ika," (Paul S. Frank); "A Brief Sketch of Fleming's Stratificational Model" (Brian L. Migliazza); "Tone Analysis in African Languages" (Ursula Wiesemann); "Survey Report of 'A Dialect Survey in the Mam Area of Guatemala,'" (Wesley M. Collins); "Transitivity and Ergativity in Panare" (Thomas E. Payne); "Notes on Making Bilingual Dictionaries" (Charles Peck); "Aspect-Mood Distinctions" (Ursula Wiesemann); "My Logic Doesn't Match Yours: Limits to Translation Imposed by Cognitive Development" (Geoffrey Hunt); "Verb Combinations within a Verb Phrase" (Ursula Wiesemann); "Computing in Linguistics: Lex, Yacc, and Quechua Numeral Phrases" (David J. Weber); and following implied instructions. In another assignment, students responded to questions about short readings of varying difficulty. Results suggest the students find simpler stories more interesting, have trouble relating stories to their own lives, and are lost when confronted with unknown words. In an assignment in which they were to evaluate the age and personality of and relations between individuals in a text, students who had discussed this process in class performed better than others. Student evaluations of classroom instructional procedures also suggest that they do not consider a general (less than fully detailed) awareness of topic or content sufficient to evaluate a text, and feel full translation, with rephrasing in Japanese, is required for understanding. They rely little on their own knowledge or ability to interpret. (MSE)

ED 340 216 FL 019 932

Johnstone, Richard
Communicative Interaction: A Guide for Language Teachers.
PUB DATE- 89
NOTE- 218p.; Illustration by Dom Carpenter.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Classroom Communication; Classroom Research; Classroom Techniques; *Communicative Competence (Languages); Foreign Countries; *Interpersonal Communication; *Language Proficiency; Professional Development; Second Language Instruction; *Second Language Learning; *Student Motivation

Aspects of communication, particularly in the language classroom, that contribute to or inhibit communicative interaction are discussed in this 11-chapter book. The first chapter offers a general discussion of the elements of interpersonal communication. Chapters 2 and 3 outline strategies that language teachers might adopt to engage and sustain communication in the classroom. Two kinds of strategies are examined: those that reduce problems and simplify the learning task, and those that create challenges for students. Chapters 4 through 7 focus on strategies that can be introduced into the classroom to enhance communication, including those that: (1) reduce the scope of a communication problem; (2) help the student achieve his communication goal without modification; (3) develop either basic interpersonal communication skills or cognitive-academic language proficiency; and (4) enhance motivation. The eighth chapter looks at the functions involved in important everyday and specialized types of speech act. Chapter 9 suggests classroom activities for promoting range, fluency, and accuracy of communication. Practical ways in which the teacher can design action research to improve classroom communicative interaction are offered in chapter 10, and the final chapter outlines a developmental, as contrasted with a traditional content-based, language curriculum model. (MSE)

ED 340 217 FL 019 933

Stevens, Anne, Ed.
Languages for the World of Work.
PUB DATE- 91
NOTE- 113p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.

(Second Language); Grade 4; Grade 5; Intermediate Grades; *Language Skills; Limited English Speaking; *Second Language Learning; Spanish Speaking; Tables (Data); *Television; *Television Commercials; Television Viewing; Thinking Skills

A practicum was undertaken to improve second language acquisition and critical thinking skills in a fourth and fifth grade English for Speakers of Other Languages (ESOL) class in a Spanish-speaking low socioeconomic neighborhood. Students there were not exposed to English except during school hours, and they were taking 4 or 5 years to become bilingual, instead of the usual 3 years. With parent cooperation, students were assigned to watch selected television programs and commercials in English as part of their homework. Results of the County's Aural Comprehension Test and the Michigan Oral Language Test indicate that the students were able to analyze and compare television ads effectively, and that more than 80% of the target population increased their language and critical thinking skills by at least 20%. It is suggested that this technique could also be used with older students in a high school setting. Appended are a letter to parents explaining the project, a sample sequence chain in which students described what happened in a television program, a student assignment called "Guess Which Program," and other activities including descriptive writing about Ninja turtles, a compare and contrast exercise, and a Venn diagram exercise. Contains 12 references. (LB)

ED 340 237 FL 019 954

Lindquist, Judy
"No, Mother, I Don't Speak Japanese": Learning To Teach in an ESL Classroom.
PUB DATE- Dec 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Classroom Techniques; Elementary Education; *English (Second Language); *Language Teachers; Limited English Speaking; *Second Language Instruction; Teacher Effectiveness; *Teaching Methods

The personal experience of an English-as-a-Second-Language (ESL) instructor is recounted in this discussion of how to teach non- or limited-English speaking students. With only 18 hours of ESL training, the instructor began teaching her first ESL students. The immediacy of feedback was recognized as a great advantage. Characteristics of effective teaching methods were found to include the following: comprehensible input, or giving students information they are able to understand; presentation of information in context; learning situations that are relevant and meaningful; purpose, or learning driven by real needs; comfort, or non-threatening learning situations; respect for native language and culture; and integration of literacy tasks around a theme or focus. Several successful methods and components are briefly summarized: Asher's Total Physical Response (TPR); TPR plus action songs, chants, and finger plays; the Language Experience Approach; shared reading; writing without a pencil (e.g., video, artwork, tape recordings); dialogue journals; text sets, in which known structures are applied to new learnings; readers' theatre and creative dramatics; participatory learning; the buddy system; and parent involvement. Contains 10 references. (LB)

ED 340 238 FL 019 955

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Civics; *Curriculum Guides; *English (Second Language); Instructional Materials; Language Skills; Second Language Learning; Skill Development; Teaching Guides; Teaching Methods; *Undocumented Immigrants; United States History
IDENTIFIERS- *Content Area Teaching; Immigrant Amnesty

This guide has been designed for use in specially-focused English-as-a-Second-Language (ESL) classes for illegal aliens seeking amnesty, and can help teachers provide instruction that effectively integrates the development of basic language skills and content area knowledge. The guide presents a content-area-based-curriculum, and provides teaching resource packets that coincide with the content area objectives. Twelve such curriculum/resource packets are included in the guide: 10 correspond to the major U.S. holidays, while 2 other subject packets--"Coming to the U.S.A." and "The Constitution"--are not tied to a particular holiday and can be used at any time. By following this curriculum, students can learn the basic history and civics needed to take the first steps toward citizenship, while developing English language skills. In addition to the instructional materials, this guide discusses strategies and methods of teaching content-based ESL courses, describes specific curriculum objectives, and provides a bibliography of commercially-prepared texts. (JL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 340 259 FL 800 297

Casares, Lupe
To Learn or Not To Learn.
PUB DATE- 90
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Education; *Conflict Resolution; Dialogs (Language); Discussion (Teaching Technique); Drama; Educational Television; *English (Second Language); *Hispanic Americans; Interviews; *Language Attitudes; *Learning Motivation; Lesson Plans; *Literacy Education; Role Playing; Second Language Learning; Spanish

The English and Spanish scripts of a dialogue between two Hispanic Americans are presented. The brief drama was recorded on videotape, available separately, for use in instructional television. The story illustrates the frustration and anxiety some Hispanics feel while striving for a better life in the United States. A confrontation occurs between the two characters, who represent positive and negative feelings about overcoming the obstacles to learning to speak English. Issues addressed include the following: (1) lack of opportunity for individuals not able to speak English; (2) embarrassing or dangerous situations encountered; (3) attitudes about discrimination; (4) need for literacy; and (5) how to get help. The dialogue is followed by a lesson plan whose objectives are affective change and vocabulary development. The lesson consists of a vocabulary list and five activities, including discussion questions, a goal-setting exercise, role-playing, a peer interview, and creation of a dialogue. Followup activities are suggested. Notes on the origins of the materials and on the author are also provided. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

Program of Guidance at the central level of the Department of Public Education, and the curriculum in guidance and counseling at institutions of higher education in Puerto Rico. Personnel exhibited good interpersonal relations skills, but they recognized and admitted the extreme austerity regarding insufficiency of human, material, and monetary resources and in the physical facilities and environment in which guidance services are provided. The support system for guidance services was very insufficient and discouraging. Given the limitations, the goals and objectives of the guidance program were unrealistic. Basic deficiencies were exposed in the organizational structure, foundations, and administrative operations. Continuous, systematic, and rigorous evaluation was absent. A radical reform in guidance services was recommended. (YLB)

ED 339 800 CE 052 281

Canipe, Stephen
Administrator & Teacher Decision Module. Module I. Telecommunication Aids in Learning the Keys (TALK).
PUB DATE- Jul 88
NOTE- 9p.; For related modules, see CE 052 282-284.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Business Education; Competency Based Education; Curriculum Development; Educational Planning; High Schools; Information Networks; *Information Technology; Learning Modules; *Office Automation; *Office Occupations Education; Online Vendors; *Telecommunications

This module presents information to administrators and teachers planning to use telecommunications in the business and office curriculum in grades 9-12. It accompanies three modules designed for use in three courses in which a unit on telecommunications can be taught. The module addresses four major needs. The first section discusses required pieces of equipment/hardware: computer/monitor, modem, telephone line, and extras (second diskette drive, printer). The second section focuses on the required materials, including terminal software, diskettes, and paper. The third section provides brief descriptions of the major data information sources currently available--Dialog, CompuServe, and the Source. A brief section deals with private electronic bulletin boards and their advantages and disadvantages. The fourth section discusses the depth of educator involvement in the electronic information era. Recommendations are made as to selection of computers and software. (YLB)

ED 339 801 CE 052 282

Potts, JoAnne; Stover, Carolyn
Introduction to Business. Module II. Telecommunication Aids in Learning the Keys (TALK).
PUB DATE- Jul 88
NOTE- 14p.; For related modules, see CE 052 281-284.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Education; Competency Based Education;

corporate executives.) (CML)

ED 339 819 CE 059 112

Lind, Agneta; Johnston, Anton
Adult Literacy in the Third World: A Review of Objectives and Strategies.
PUB DATE- 90
NOTE- 144p.; Expansion/Translation of an October 1986 study.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Developing Nations; Economic Development; Educational Research; Foreign Countries; Illiteracy; Learning Motivation; *Literacy Education; National Organizations; *National Programs; Program Effectiveness; Program Evaluation; Public Policy; Research Needs; *Teaching Methods; Womens Education
IDENTIFIERS- *Post Literacy Programs

Today, nearly 1 billion adults are totally illiterate; the large majority are women. Varying and vague definitions of literacy abound in the literature and in practice. Literacy is only a potential tool that can be used for a variety of economic, social, political, and cultural purposes. Three principal state objectives for launching literacy programs may be sociopolitical, economic, and demand-meeting. National nongovernmental organizations often play an important role in the organization and teaching of adult literacy. Factors that explain low attendance and weak individual motivation are conditions of poverty in rural areas, lack of self-confidence, disillusionment, discouraging teaching methods, and lack of easy and useful reading material. Literacy strategies with major influence in developing countries are the following approaches: fundamental education, selective-intensive functional, conscientization, and mass campaign. Other literacy programs may differ from or borrow from the aforementioned approaches, and may focus on popular education, oneshot campaigns to eradicate illiteracy, eradication of illiteracy by a series of campaigns, general literacy programs, and/or selective small-scale programs. Post-literacy is important for motivation, for consolidating literacy, and for preventing relapse into illiteracy. A process of social change and mobilization is necessary to sustain women's participation. Crucial research areas include the impact and use of literacy, learning literacy in a second language, contents and methods, dropout, quality versus quantity, sponsorship, and organization of literacy. (127 references) (YLB)

ED 339 820 CE 059 238

Sleezer, Catherine M.
The Development and Validation of a Performance Analysis for Training Model. Project Number Thirty-Nine.
PUB DATE- Jul 90
NOTE- 553p.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Decision Making; Inplant Programs; *Job Performance; *Job Training; *Models; *Needs Assessment; *Organizational Effectiveness; *Program Development; Program Effectiveness; Program Evaluation; Program Implementation; Program Validation

A Performance Analysis for Training (PAT) Model was developed and

NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Apprenticeships; Attitude Change; *Attitudes; Education Work Relationship; Employment Opportunities; *Employment Projections; Females; Futures (of Society); High Schools; History; Job Training; Males; *Nontraditional Occupations; Occupational Aspiration; Sex Bias; Sex Discrimination; *Sex Fairness; Sex Role; *Sex Stereotypes; Vocational Education
IDENTIFIERS- *Indiana (Fort Wayne); *Indiana (Northeast)

This booklet is intended to help counselors guide high school students in exploring nontraditional career options. It provides a brief historical perspective on the significance gender role stereotyping has had on U.S. society in the past, the impact it continues to have on the career decisions being made by current generations of young men and women, and the changes that will be necessary as schools attempt to prepare students for the changing workplace of the next century. Topics, covered briefly, include the following: gender equity, gender stereotyping, the past, history of equity legislation, the present, student self-images today, the effects of stereotyping on young men, the future, workplace trends, job and occupation growth, women and nontraditional work, apprenticeship and training programs in Northeast Indiana, associate and undergraduate programs and postsecondary educational facilities in northeast Indiana, program locator for training and postsecondary education in northeast Indiana, graduate schools and changing curricula, and changing demographics and attitudes. (KC)

ED 339 839 CE 059 759

Wentling, Tim L.; And Others
Technology Preparation Pilot Test. Year 2, School Year 1990-91. Evaluation Report.
SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis.
PUB DATE- Jul 91
NOTE- 119p.; For an evaluation of year 1, see ED 323 350.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Articulation (Education); *Demonstration Programs; Employer Attitudes; High Schools; *Models; Program Development; *Program Effectiveness; Program Evaluation; Program Implementation; State Programs; Statewide Planning; Student Attitudes; Teacher Attitudes; *Technology; Vocational Education
IDENTIFIERS- *Indiana; *Tech Prep

An evaluation described Tech Prep prototypes as they were implemented in five different Indiana sites and assessed their effectiveness. Evaluation procedures included: (1) collection and analysis of data from students involved in Tech Prep for the first time in 1990-91 and students involved for the second year; (2) analysis of prototype project documentation; (3) on-site observation and interviews; and (4) surveys of local business and industry personnel (72 of 375 responded) and postsecondary educators (78 of 134 responded). Although each was unique in a number of facets, the pilot prototypes at Monroe County Community School Corporation, Metropolitan School District of Wayne Township, Bartholomew Consolidated School

PUB DATE- Nov 91
NOTE- 70p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alaska Natives; American Indians; *Blacks; Data Analysis; *Employment Patterns; *Equal Opportunities (Jobs); Ethnic Discrimination; *Ethnic Groups; Females; Futures (of Society); Geographic Distribution; Human Capital; *Labor Economics; *Labor Force; Labor Supply; Literature Reviews; Racial Discrimination; Salaries; Salary Wage Differentials; Sex Discrimination; Spanish Americans; Unemployment; Wages

The multidimensional nature of the diversity of the nation's labor force was examined, with emphasis on the economic diversity within the population generally and within and among the demographic groups. Principal activities were a literature review focusing on the economics of the labor market, analysis of data from the 1980 Census, and a conference on training a diverse population. Findings were as follows: (1) the work force of the future will not be dramatically different; (2) Blacks had great difficulty in finding and keeping employment; (3) Hispanic men had unemployment rates between those of Whites and Blacks but earned very low wages; (4) Asians/Pacific Islanders had high rates of labor force participation, relatively low unemployment, and high earnings; and (5) Native Americans had low rates of labor force participation, high rates of unemployment, and low earnings. Sources of the diversity of experiences were human capital, sociological diversity, discrimination, and geographic location. Groups varied among and within themselves as to the human capital their members possessed. They varied among themselves along several sociocultural dimensions and showed patterns of geographic concentration. Discrimination was a fact of life for minorities and women. Analyses point to policy implications in these areas, including the need to: increase human capital, expand opportunity, help people to adjust to U.S. society, and reduce or eliminate discrimination. (Appendixes include a 76-item bibliography, supporting tables, and a list of attendees at the July 1990 conference on Training a Diverse Population. (YLB)

ED 339 857 CE 059 786

Campbell, Donna
Waste Management Technician Partnership Program. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 15 Dec 91
NOTE- 108p.; Appendices contain some light type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Certification; Competency Based Education; *Demonstration Programs; Environmental Education; Environmental Standards; *Hazardous Materials; Inservice Teacher Education; Job Skills; Learning Modules; *Paraprofessional Personnel; *School Business Relationship; Scientific and Technical Information; Technical Education; Technological Advancement; Two Year Colleges; *Waste Disposal
IDENTIFIERS- Columbia Basin College WA

This final report for Columbia Basin College's waste management technician partnership program outlines 4 objectives: (1) develop at least 4 waste management competency-based curriculum

Culture for New Americans, Books 1 and 2" (Cross-Cultural Communication and Career Development); and "Working in English, Books 1 and 2." In addition, 12 sources for more information" and addresses of publishers and distributors are listed. (NLA)

ED 339 875 CE 059 821

States and Communities on the Move: Policy Initiatives To Create a World-Class Workforce.
PUB DATE- 91
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Apprenticeships; Community Programs; Community Services; Corporate Support; Demonstration Programs; Dropout Prevention; Dropout Programs; Educational Finance; *Education Work Relationship; Elementary Secondary Education; Financial Support; Futures (of Society); *Labor Force Development; *Nontraditional Education; Postsecondary Education; Public Policy; Regional Planning; Regional Programs; School Business Relationship; School Support; *State Programs; Statewide Planning; Tax Allocation; Tax Effort; Technology; Vocational Education; Youth Programs
IDENTIFIERS- Tech Prep

This report identifies promising and innovative responses to employment-related education reform. Chapter 1 is an overview of the challenge of building a world-class work force. Chapters 2-10 present 50 examples of policy initiatives in digest form, organized into nine themes; each digest provides the name of a contact. Chapter 2 discusses new planning structures for human resource investment policies in Oregon, Massachusetts, Washington, New Jersey, Indiana, New York, and California. Chapter 3 reports on comprehensive school-to-employment programs in Oregon and Wisconsin and on planning councils in Vermont, Minnesota, and New York. Chapter 4 considers student apprenticeship in Arkansas, Oregon, and Pennsylvania; a regional effort; and planning grants. Chapter 5 describes the Indiana Tech Prep Curriculum Model and other state and local efforts. Chapter 6 cites statewide policies related to youth community service in Pennsylvania, Minnesota, and Maryland. Chapter 7 discusses business and education partnerships in Massachusetts, New York, Illinois, Georgia, and Maryland. Chapter 8 describes alternative learning centers in New Jersey, Kentucky, New York, and Minnesota and examples of an innovative use of the federal Job Corps. Chapter 9 notes postsecondary initiatives in New York, Rhode Island, Michigan, Louisiana, Maryland, Washington, and Kansas. Chapter 10 reports on creative funding mechanisms in California, Massachusetts, Oregon, and Florida. (YLB)

ED 339 876 CE 059 822

Gardner, Daniel L., Ed.; And Others
Achieving Adult Literacy in Florida. 1990 Status Report.
PUB DATE- 90
NOTE- 101p.; Product of the Florida Adult Literacy Policy Academy Team.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Bayne, G. Keith; Gerber, R. Anne
Nontraditional Education Component in Single Parent/Homemaker Programs in the Commonwealth of Kentucky. Final Report: July 1, 1989-September 30, 1990.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 30 Sep 90
NOTE- 91p.; A table which lists factors which deter women from entering non-traditional careers will not reproduce well due to broken print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; Career Choice; Cultural Influences; *Displaced Homemakers; Educational Improvement; Equal Opportunities (Jobs); Failure; Family Influence; Fear of Success; Financial Problems; Independent Living; Individual Development; Institutional Role; *Nontraditional Education; *Nontraditional Occupations; *One Parent Family; Psychological Characteristics; Role Conflict; Role Models; Self Concept; Social Development; *Womens Education
IDENTIFIERS- *Kentucky

The content and activities of the nontraditional component of single parent/homemaker projects across Kentucky was perceived by past participants as not being as helpful as other parts. The study determined whether barriers to nontraditional occupations were valid for Kentucky, identified new barriers, identified components of previous projects, and assessed deterrents. The major deterrents to female entry into the programs are cultural, psychological, institutional, and personal-social barriers imposed by society and by women themselves. An array of personal-social barriers remain: the influence of family/friends, low occupational self-concept, lack of money for educational preparation, role conflict, fear of success or failure, and lack of role models or information. Study population included women who completed the program at 12 of the 14 locations. The programs assisted women in becoming economically independent by meeting career goals. The programs served 2,042 clients; 204 were program completers and 37 were interviewed. The results of the data obtained from the interviews validated the 17 previously identified barriers and identified 37 additional variable descriptors. The need for special emphasis on education and training for nontraditional jobs was stressed. (The following are included: table of factors deterring women from entering nontraditional careers, a list of single parent/displaced homemaker programs in Kentucky, an attitude survey about careers, and 52 references.) (NLA)

ED 339 894   CE 059 850

Stiegler, C. B.
Sex-Role Stereotyping and Sex Bias in Secondary Vocational Education in Kentucky.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- Feb 89
NOTE- 660p.
LANGUAGE- English
EDRS Price- EDRS Price - MF03/PC27 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)

the training was a workshop for library literacy staff and volunteers who were trained to use the techniques of improvisational theater. Staff training was provided to 849 persons in 9 states. Of the 214 training session evaluations returned at the 9 workshops, 184 rated the training excellent, and 23 rated it good. Training in the use of improvisational theater as an awareness technique, tutor training method, and teaching tool was provided to 114 literacy educators in 4 states. All but one of the evaluations rated the training excellent. (Attachments include the evaluation form and correspondence.) (YLB)

ED 339 912 CE 059 876

Giere, Ursula
The Unesco/UIE Literacy Network: A Network of Networks.
PUB DATE- 90
NOTE- 21p.; Paper presented at the Nongovernmental Organizations Consultation Meeting (Hamburg, Germany, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Literacy; Developed Nations; Developing Nations; Diffusion (Communication); Foreign Countries; *Information Dissemination; *Information Networks; Information Services; *Institutional Cooperation; International Communication; International Cooperation; International Educational Exchange; *Literacy Education; Research Utilization; Theory Practice Relationship
IDENTIFIERS- Literacy Exchange Network; Unesco

In order to achieve significant results, crucial criteria for stabilizing a network's capacity for dialog are high levels of commitment to offer high quality knowledge, two-way translation from research knowledge to practitioners and from practice to researchers, a maximum size, face-to-face communication, infrastructure, and funds for long-distance communication. The Literacy Exchange Network established at the Unesco Institute for Education with the support of Unesco Headquarters is structured in a noncompetitive, decentralized manner. It relies on existing or planned resource centers and networks in attempting to channel the international information flow among all individuals and organizations from grassroots to research and policy making concerned with any aspect of adult literacy. The network's knowledge pool has three components: collection of publications, database containing network members' profiles, and network members' expertise. Approximately 1,000 institutions/individuals/networks have been approached so far. The geographical distribution of countries approached goes beyond Europe to include all industrialized countries. To date, some 650 institutions/networks/individuals from 31 countries have joined the network. (The publication includes instruments developed for data collection.) (YLB)

ED 339 913 CE 059 879

Edelson, Paul J.
The Saturation Project and NAPSAE's Changing Strategies for Adult Education, 1952-1962.
SPONS. AGENCY- Syracuse Univ., NY. Kellogg Project.
PUB DATE- Dec 91
NOTE- 37p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Montreal, Quebec, Canada, October 14-20, 1991).

reporting single dating style for the duration of the study reported the least amount of physical abuse than any subgroup; and (7) subjects reporting a pick-up dating style had the highest emotional abuse. (Author/LLL)

ED 339 930 CG 023 831

Nachtigal, Steven S.
Chronic Mentally Ill: Self-Concept.
PUB DATE- 89
NOTE- 84p.; M.S. Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Chronic Illness; *Mental Disorders; *Self Concept; Sex Differences

Self-concept is seen as constantly changing, being revised and updated rather than static and stagnant. Individuals are not born with self-concepts intact--an individual may accommodate characteristics that might influence the development of the self-concept, but the actual development is a learned process. This study investigated the self-concepts of 35 individuals diagnosed as chronic mentally ill. The independent variables investigated were duration of partial hospitalization, gender, diagnosis, and chronological age. The dependent variables employed were scores from 10 subscales of the Tennessee Self Concept Scale. The subscales were: physical self, moral-ethical self, personal self, family self, social self, self-criticism, identity, self-satisfaction, behavior, and total P scores (items measuring an individual's overall perception of self). Data were analyzed by testing four composite null hypotheses employing three way analysis of variance. The results appeared to support the following generalizations: (1) chronic mentally ill males possess a higher self-concept than females for family self, identity, and total P scores; (2) the longer the duration of partial hospitalization of the chronic mentally ill individuals, the lower the self-concept for physical self, personal self, family self, and behaviors; and (3) chronic mentally ill individuals 33 years and older have a higher self-concept than those individuals 32 years and younger. (Author/LLL)

ED 339 931 CG 023 832

Adams, Lyndel E.
A Study of Sexual Attitudes of Western Kansas High School Students.
PUB DATE- 90
NOTE- 95p.; M.S. Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; High Schools; *High School Students; Sex Differences; *Sexuality; Social Development; *Student Attitudes
IDENTIFIERS- *Kansas

Sexually liberal attitudes have been found to relate strongly to sexual behavior, primarily first intercourse, of both males and females. This study focused on sexual attitudes of adolescents aged 14 to 19. The variables considered include: gender, classification, religious affiliation, family type, educational ability, autonomy, and aggression. Because the rates of had long-term consequences. Most dramatic has been the inability to recruit the nurse practitioners who form the backbone of clinic services. Many of these professionals sought employment elsewhere because of the instability of program funding as well as the relatively low salaries. Continued state funding of the network of family planning clinics throughout California is imperative if women at risk of unintended pregnancy are to be served. As this study documents, even within the relatively short period during which OFP funds were curtailed, the subsidized clinics were severely affected. (LLL)

ED 339 949 CG 023 850

Cole, Wendy J.
Toward a Developmental Theory of Adolescent Suicide & Depression.
PUB DATE- 90
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Depression (Psychology); Developmental Stages; Models; Predictor Variables; Secondary Education; *Suicide

A growing body of literature documents the frequency and magnitude of adolescent suicide. Because of the difficulties inherent to the nature of suicide, ascertaining the actual frequency of suicidal completions, attempts, and ideation is extremely difficult. Although there have been many attempts to isolate the correlates and causal factors of suicide, research study results have been inconclusive, and often controversial. Of the many correlational variables in the literature, depression seems most consistently paired with suicidal behavior in adolescents. Although depression has been found to have a relationship to suicide, it has failed to act as an acceptable predictor of suicidal behavior. The Emery Model (1983) postulates a multidimensional approach to the prediction of suicide; it combines a model of adolescent depression by Benson (1979) with the work of developmental theorists Erickson (1959) and Bowlby (1973). Adolescent suicide is seen as involving situational difficulties and developmental forces. Specifically, situational difficulties accompanied by developmental difficulties stimulate or predispose the individual to depression, despair, and self-destructive tendencies. In this way adolescent depression and suicide are seen as a product of the relationship between developmental forces and situational factors. Emery's model also offers an explanation of the different qualitative states which produce parasuicidal and suicidal behaviors, and parallels the work of Beck, et al. (1975; 1985) in pinpointing "hopelessness" or "despair" as the objective state which precedes successful or fully intentioned suicidal attempts. (LLL)

ED 339 950 CG 023 851

Chapter 1 Clinical and Guidance Program 1989-90.
PUB DATE- 26 Jul 91
NOTE- 60p.; For the 1988-89 report, see ED 323 487.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Assisted Instruction; Elementary School Students; Elementary Secondary Education; English (Second Language); *Guidance Programs; Parent Education; *Private

volume as well as an outline of the series as a whole. Part 1 focuses on the background of adolescent health and provides a framework for viewing the lives and social environments of adolescents. The three individual chapters in this part examine respectively: adolescent development that may affect health, the delivery of health services, and public policy with respect to adolescents; the families of adolescents and models of parent-adolescent interaction; and school environments and discretionary time. Each of the 10 chapters in part 2 examines a specific health problem: accidental injuries; chronic physical illnesses; nutrition and fitness problems; dental and oral health problems; Acquired Immune Deficiency Syndrome and other sexually transmitted diseases; pregnancy and parenting; mental health problems; alcohol, tobacco, and drug abuse; delinquency; and homelessness. For each chapter, sections are included on: (1) limitations of existing sources of data on the health problem, the prevalence of the problem among adolescents, and differences in prevalence by selected sociodemographic and nondemographic characteristics; (2) information on the prevention and treatment of the problem; (3) relevant federal policies and programs; and (4) conclusions and policy implications. A separate index is included for Volumes I, II, and III of this "Adolescent Health" series. (NB)

ED 339 969 CG 023 882

Dunphy, Peter Hughes
Remaining Off Alcohol and Drugs: A Self-Management Skills Program for Abstinence.
PUB DATE- May 91
NOTE- 15p.; Paper presented at the Annual Conference of the Canadian Guidance and Counselling Association (Halifax, Nova Scotia, Canada, May 22-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcohol Abuse; *Coping; *Counseling Techniques; *Drug Abuse; *Drug Rehabilitation; Foreign Countries; Program Effectiveness; Substance Abuse
IDENTIFIERS- Canada; *ROAD Program NB

The Remaining Off Alcohol and Drugs Program (ROAD) was developed to teach newly abstinent chemical misusing clients how to remain alcohol and drug free. It provides its participants with a repertoire of knowledge, skills and behaviors that they can use in dealing with the most common problems caused by discontinuing chemical use and which can be generalized to correct coping deficits which may have maintained chemical misuse previously and which could lead to breakdowns in the commitment to remain off alcohol and drugs. The ROAD Program is an education and training package consisting of six weekly sessions. The program takes a behavioral self-management approach to the goal of remaining off alcohol and drugs. Through the use of its workshop or seminar format it provides the participant with knowledge and skills to develop new attitudes supportive of abstinence, to set new long- and short-term goals for personal change, to monitor and reinforce the changes made and to acquire alternative coping and problem-solving skills. Components of the sessions focus on these topics: (1) attitudes of recovery; (2) craving control techniques; (3) stress and relaxation; (4) controlling upsetting emotions; (5) social support for recovery; and (6) relapse prevention. The ROAD Program has been offered for about used appropriately. They emphasized the importance of maintaining the quality of program monitoring and evaluation. They identified school and college students as vital target audiences for AIDS education, and providers of health, education, and social services for training in AIDS issues. Finally, they encouraged policy-makers and program managers to establish partnerships with journalists, as the most efficient means of reaching the largest number of people. (LLL)

ED 339 988 CG 023 901

Consultation on the Monitoring and Evaluation of AIDS Education/Health Promotion Programmes (Copenhagen, Denmark, May 2-4, 1990). Summary Report.
PUB DATE- May 90
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Health Education; *Health Promotion; Knowledge Level; *Prevention; Program Evaluation; Public Health

Thirteen participants from 11 countries, including experts in public health, health education, social sciences, epidemiology, planning, policy-making, and program management, took part in a consultation on the monitoring and evaluation of Acquired Immune Deficiency Syndrome (AIDS) education and health promotion programs in Copenhagen. A representative of the Commission of the European Communities, and officers of the World Health Organization Regional and Global Programs on AIDS also attended. The purpose of the Consultation was to examine the practical relationship between monitoring and evaluation studies and decisions concerning the development and implementation of health education and health promotion programs for AIDS prevention. Reviews of educational programs directed at the general public point to certain conclusions: (1) the overwhelming majority of adults in Europe have become aware of the basic facts of Human Immunodeficiency Virus (HIV) transmission and how they can protect themselves; (2) significant proportions of the population continue to have misconceptions about the risks of casual transmission; (3) attitudes toward people with AIDS reflect mixed sentiments; (4) public education campaigns have motivated many individuals to seek more information and advice, or to ask for HIV-antibody testing; (5) many of the national public education campaigns have helped to stimulate wider public debate on AIDS issues; and (6) the evidence of behavioral change in the general population is weak. Obstacles and technical aspects to monitoring and evaluation, and recommendations are included. (LLL)

ED 339 989 CG 023 902

Teacher Alert System: A Guide for Teacher Managed Assessment of Students Who Are "At Risk" of School Failure.
PUB DATE- 91
NOTE- 124p.; Some pages printed on colored paper.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Dropout Prevention; Elementary School Students;

*Intellectual History; *Librarians; *Libraries; *Scholarship
IDENTIFIERS- *Alexander the Great; *Alexandrian Library (Antiquity); UNESCO

This paper celebrates UNESCO's announcement of the reestablishment of the Alexandrian Library, citing the incentive the project provides to review the history of the famed library of antiquity, of the librarians who served it, and of the scholars who used it. After a brief history of the city of Alexandria, including its founding by Alexander, the rule of Ptolemy Soter, and Ptolemy's recruitment of intellectuals, the paper describes the establishment of the library and museum by Ptolemy Soter, his son Ptolemy Philadelphus, and Demetrius of Phalerum. The paper then details the history, sponsorship, and goals of the library, which collected, edited, and preserved classical literature and contributed to almost every important scientific discovery of the period. The paper discusses the library's organization and activity, and the contributions of its librarians. Finally, the paper describes the maturity and gradual decline of the library, its uncertain fate, and its remaining legacy, asserting that the library's influence on succeeding generations was unparalleled. (Twenty-three references are attached.) (PRA)

ED 340 009 CS 010 789

Poissant, H.; And Others
Recall of Narrative and Informative Texts by Fifth, Eighth, and Eleventh Grades Students.
PUB DATE- Aug 91
NOTE- 11p.; Cover title varies. Paper presented at the Annual Meeting of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Foreign Countries; Grade 5; Grade 8; Grade 11; Intermediate Grades; Reading Research; *Recall (Psychology); Secondary Education; *Text Structure
IDENTIFIERS- *Expository Text; *Narrative Text; Quebec

A study explored the question of the development of recall for narrative and informative texts. Subjects, 60 5th- 8th-, and 11th-grade students from a rural area of Quebec, representing all levels of achievement, were presented with an informative text and a narrative text. Results indicated that: (1) the narrative text elicited a longer recall compared to the information text; (2) the two older groups had a longer recall than the youngest group; and (3) the recall of the narrative text underwent fewer changes than the recall of the informative text. Findings suggest that the differences in performance of the younger students resided more in a quantitative aspect (amount of recall) than in a qualitative aspect (categories of text). (Four figures of data are included.) (Author/RS)

ED 340 010 CS 010 790

Poissant, Helene
Linguistic and Cultural Factors in Text Comprehension.
PUB DATE- Jul 90
NOTE- 15p.; Paper presented at the World Congress on Reading (13th, Stockholm, Sweden, July 3-6, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

contributions of linguists. Language arts teachers need to be thoroughly versed in content and methodology recommendations made by linguists. It is important for pupils to understand patterns of sentences in the English language. Pupils should also attach meaning to the concept of expanding sentences. It is important for learners to attach meaning to concepts such as stress, pitch, and juncture. Pupils, with teacher guidance, need to understand the concept of usage as it relates to standard and nonstandard English in oral and written communication of content. (RS)

ED 340 029 CS 213 105

Anzaldua, Mike
Mexican American Literature: A Preliminary Bibliography of Literary Criticism. Latin American Curriculum Units for Junior and Community Colleges.
PUB DATE- 80
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Anthologies; Community Colleges; Drama; Higher Education; *Literary Criticism; *Mexican American Literature; Novels; Poetry; Short Stories; Two Year Colleges

This preliminary bibliography of Mexican American literary criticism includes approximately 500 items, most published between 1960 and 1980. The bibliography includes background materials, novels, short stories, poetry, drama, and anthologies. The introductory material cites 13 bibliographies, most available in the Benson Latin American Collection at the University of Texas. (RS)

ED 340 030 CS 213 106

Scraba, Elana J.
Patterns and Processes: Approaches to Writing by Grade 12 Students.
PUB DATE- 91
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Educational Trends; Foreign Countries; *Grade 12; Graduation Requirements; High Schools; High School Students; *Writing Ability; *Writing Achievement; *Writing Processes; Writing Research; Writing Tests
IDENTIFIERS- *Alberta

As part of the mandate of the Alberta Government's Student Evaluation Branch to monitor changes in student achievement, the Humanities Diploma Examinations Unit compared the written work from 1984 and the 1990 English 30, Social Studies 30, and English 33 Canadian provincial diploma examinations. Full-length essays written by over 30,000 students in 1984 and a similar number in 1990 were scored according to a criterion-referenced scoring guide that described features of writing performance in 5-point scales covering several dimensions: thought and detail, organization, style, and correctness of language. Comparisons were made using two standards: "satisfactory," which represented work at an acceptable level for graduating students; and "excellent," which represented outstanding work for graduating students. Results indicated that: (1) papers judged to be satisfactory were significantly criticism, and the theories of ideological effects. The paper asserts that the agenda setting power of the mass media results in a non-spontaneous mass culture which pacifies and stupefies the masses instead of educating them, and argues that under these conditions, modernization can be achieved only in terms of physical development, and not in human and socio-cultural dimensions. The paper suggests that participation is a key element in development, and supports this idea with the positive results of a pilot project in which the Western Nigeria Broadcasting Corporation involved members of rural villages in its programming, production, and presentation. Finally, the paper advocates the Democratic-Participant Media theory which: (1) is based on the demassification of media messages and contents so that they become situation and community or group specific and directly relevant to individual communities or groups; and (2) assists in inducing critical thinking that helps ensure intelligent decisions and builds up the people's self-confidence. (Three tables are included; 23 references are attached.) (PRA)

ED 340 050 CS 507 633

McGee, Brian R.; Simerly, Greggory
So Many Cultures, So Little Time: An Overview of Cultural Diversity.
PUB DATE- Nov 91
NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Awareness; *Cultural Differences; Cultural Pluralism; Higher Education; *Multicultural Education; *Politics of Education

Conservative critics have complained that United States universities harbor radical professors who have perverted the curriculum, infringed on student rights, and undermined the idea of liberal education in support of "multiculturalism" or "cultural diversity." However, one possible aim of multicultural education is the "production" of a political and economic intelligentsia capable of promoting "the American way of life" as it competes with other ways of living. Another justification is that cultural diversity, and the awareness of difference that follows the acknowledgement of diversity, might hold the potential for inspiring social change. The struggle over multiculturalism is nothing less than an attempt to determine which vision of a future world educators wish to promote, what sort of politics educators wish to engage. Academics and others with an interest in the future of higher education should seek out new pedagogies suitable for the post-modern university. Such pedagogies would ideally seek to retain a vision of a world somehow better than it currently is, without seeking to privilege any final, master version of that emancipatory vision. (Twenty-seven references are attached.) (RS)

ED 340 051 CS 507 634

McGee, Brian R.; Simerly, Greggory
Academic Debate and the Rhetoric of Emancipation: Habermas and

ED 340 070 CS 507 678

Ludlum, M. P.
Declining NDT Participation: Causes and Cures.
PUB DATE- Nov 91
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Communication Research; *Debate; Higher Education; National Surveys; *Persuasive Discourse; Questionnaires; *Speech Communication
IDENTIFIERS- *Debate Tournaments; *National Debate Tournament

A study investigated the reason for the decline in participation in NDT (National Debate Tournament) debate. An anonymous poll of forensic programs was conducted to encourage a frank and open description of the issues surrounding the problem. One hundred thirty colleges and universities in America (out of 354) responded to a questionnaire. The list of schools was compiled from those active in NDT, CEDA (Cross Examination Debate Association) or Individual Events for the 1988-1989 school year. Results indicated that almost 25% of the programs offer only one forensic activity and that 75% of the programs offer only one or two events. Few programs use graduate assistants, and the forensics field is dominated by communications departments. Results also indicated that changes are needed and desired to increase participation, and that the only serious blemish to forensics is the loss of some schools which may not be quickly returning. Results showed, however, that their reasons for leaving do not reflect poorly on the activity, but rather show the extreme amount of dedication needed both from the participants and the school administrators to make a forensics program successful. (Two appendixes provide: (1) a breakdown of the cumulative results put in the format of the original poll; and (2) a list of cumulative results in rank order. (PRA)

ED 340 071 CS 507 679

Petelle, John L.; And Others
The New Kid on the Block: A Qualitative Analysis of New Employee Communication and Uncertainty Reduction Behaviors.
PUB DATE- 91
NOTE- 38p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Employee Attitudes; *Employer Employee Relationship; *Interpersonal Communication; *Organizational Communication
IDENTIFIERS- Communication Behavior; *Communication Strategies; Research Suggestions; *Uncertainty Reduction

A study investigated the manner in which communication strategies (passive, active, and interactive) were used by new employees in the early stages of the employer-employee relationshiip to gain knowledge of their supervisors, thereby reducing guidelines for the development and implementation of school-focused delivery of staff development programs were prepared for Georgia school systems. The term "school-focused" refers to empowering staff at the school level despite the location of delivery. The introduction to the document presents background information and a model for school-focused staff development. The next section discusses roles and responsibilities of participants, training, and training for implementation. Four steps of implementation--committee organization, needs assessment, plan development, and program implementation--are presented in the next part. An evaluation model and plan are described in the fourth section. The last section discusses the change process with a focus on an adoption model. Appendices include the staff development plans of counties, components of effective inservice training, Clarke and Richmond evaluation plan format, and evaluation questions. (111 references) (LMI)

ED 340 091 EA 022 884

Chapman, Patrick
Survey of School Administrator Preparation Programs, 1990.
PUB DATE- Oct 90
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Attitudes; *Administrator Education; *Educational Assessment; *Educational Quality; Elementary Secondary Education; Higher Education; Instructional Effectiveness; *Management Development; Professional Education
IDENTIFIERS- *Colorado

A goal of the Colorado administrator survey is to provide Colorado institutions of higher education and the state board of education with information for the continued improvement of administrator education programs. Of 67 participants, 42 surveys were used. Respondents made assessments concerning major areas of their preparation programs. Major components were basic management, leadership, decision making, problem solving, human relations, personnel administration, curriculum and instruction assessment, and resource utilization. Components and subcomponents were rated on relevance to current position and adequacy of preparation. Well over 70 percent of the respondents indicated each component as relevant to their position. Over 80 percent rated 6 of the 29 components as adequate, including planning and accepting responsibility. Seven components received less than 60 percent adequate ratings, including recruiting, screening, and selecting competent staff members. A table and outline of results are included. The evaluation instrument is appended. (EJS)

ED 340 092 EA 023 126

Tauhiduddin Ahmad, Mirza, Comp.
Bridges-Pakistan National Conference on Policy Options for Better Education Outcome at Primary Level: Report. AEPAM/BRIDGES Workshop/Seminar No. 108.
PUB DATE- Apr 90
NOTE- 290p.; Some print may not reproduce adequately in paper copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; *Access to Education;

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Guides; *Administrator Role; Case Studies; Curriculum Development; *Educational Administration; Elementary Secondary Education; Evaluation; Foreign Countries; Problem Solving; Professional Development; Recruitment; Resource Allocation; State Departments of Education; Time Management
IDENTIFIERS- *Commonwealth of Nations

Of the 48 members of the Commonwealth, 28 have a population of under 2 million. This handbook is intended for senior personnel in ministries of education in small states, including those with responsibility for the management of personnel, finance, and physical resources. Major themes related to educational administration in small states are presented in seven chapters: (1) the senior education administrator in small states; (2) managing time; (3) recruiting and managing staff; (4) appraisal; (5) directing curriculum development; (6) professional development; and (7) administering educational resources. Each chapter consists of two main parts. The first raises and discusses specific issues that emerge from the chapter theme and their effects on education systems in small states. The second part of each chapter is devoted to follow-up activities that pose problems and suggest tasks that are associated with the theme and the issues raised. Practical research, case studies, and suggestions are intended to stimulate discussion and inquiry into local administrative and operational procedures. (35 references) (MLF)

ED 340 114 EA 023 547

Vandegrift, Judith A.; And Others
Powerful Stories, Positive Results: Arizona At-Risk Project Report, FY 1990-91.
SPONS. AGENCY- Arizona State Dept. of Education, Phoenix.
PUB DATE- 15 Nov 91
NOTE- 194p.; For the Policy Report, see EA 023 563.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Educationally Disadvantaged; Elementary Secondary Education; *High Risk Students; *Intervention; Outcomes of Education; *Program Effectiveness; *Program Implementation; State Programs; Student Development
IDENTIFIERS- *Arizona

Outcomes of 1990-91 Arizona At-Risk Pilot Project for grades K-3 and 7-12 are described in this third in a series of annual evaluation reports. The evaluation focuses on effective strategies in the context of the total school environment, examining both implementation processes and outcomes. Following an introduction, chapter 2 describes the evaluation methodology. Data were derived from student profiles, program narratives, district-reported participation, teacher and 7-12 student surveys, interviews, a cohort study, and retention and budget information. The third chapter provides descriptions and evaluation results of the K-3 at-risk programs, including attendance, academic achievement, and promotion/retention. Information on the 7-12 programs is presented in chapter 4, focusing on delivery systems, services, and student outcomes. A budget analysis is provided in chapter 5, and a summary and in grades 4 and 6. Overall, the results showed that the best predictor for reading was reading, the best predictor for math was math, and the best predictor for written communication or language was written communication or previous language test scores. However, the second best predictor for the Functional Literacy Examination scores was the eligibility of the student for free/reduced lunches in the district. There are 12 tables and a list of 13 references. (LMI)

ED 340 136 EA 023 587

Couch, Jody C.
A Study of Student Achievement and How It Relates to the Principal in the Role of Instructional Leader.
PUB DATE- Nov 91
NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-South Educational research Association (Lexington, KY, November 13-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Administrator Characteristics; *Administrator Effectiveness; Effective Schools Research; Elementary Secondary Education; *Instructional Leadership; *Leadership Styles; *Principals
IDENTIFIERS- *Mississippi

A study examined the relationship between the degree of a principal's instructional leadership and student achievement. Methodology involved regression analysis of the Basic Skills Assessment Program (BSAP) scores of over 7,400 eighth-graders in 104 schools in Mississippi. Questionnaires were also mailed to 104 principals, yielding a response rate of 69 percent. Findings indicated that the degree to which the principal demonstrated instructional leadership had no effect on student achievement scores. However, the findings do not contradict effective schools research because the principal's rating was based on the amount of time spent on duties directly related to instructional leadership. A principal's knowledge of what is going on in the classroom and an understanding of instruction are also important elements of instructional leadership. The principal questionnaire is included in the appendix. (14 references) (LMI)

ED 340 137 EA 023 588

Keaster, Richard D.
The Use of In-Baskets and Small Group Processes for Instruction on Characteristics of Effective Administration.
PUB DATE- Nov 91
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 13-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Education; Conflict Resolution; *Decision Making Skills; Elementary Secondary Education; Higher Education; *Organizational Communication; Principals; *Problem Solving; *School Administration; *Theory Practice Relationship; Thinking Skills
IDENTIFIERS- *In Basket Simulation

Hearings; Individualized Education Programs; Interdisciplinary Approach; Parent Rights; *Special Needs Students; *State Standards; Student Evaluation; *Student Placement
IDENTIFIERS- *Wisconsin

This handbook for parents explains how Wisconsin schools must go about finding, evaluating, developing programs for, and placing children with exceptional educational needs (EEN). Various state and federal laws and regulations (e.g., Section 504 of the Rehabilitation Act of 1973) are cited. The first section covers identification of EEN children, including Child Find, screening, and referral. The next sections look at evaluation of children by a multidisciplinary team, requirements of the Individualized Education Program, the placement process, and the hearing and appeal process. Procedures for filing complaints are detailed for EDGAR (Education Department General Administrative Regulations) complaints, OCR (Office for Civil Rights) complaints, and complaints under Wisconsin state statute 118.13. Specific rights of parents and children are then outlined. These include notice, consent, evaluation, independent educational evaluations, review of records, programming and placement, least restrictive environment, complaints, appeals and hearings, and surrogate parents. The document concludes with a resource list of 53 organizations in Wisconsin for parents of EEN children, and a glossary giving definitions of 58 relevant terms. (DB)

ED 340 158 EC 300 807

Cross, John
Abuse of Children in Residential Establishments. SENNAC Discussion Paper.
PUB DATE- 90
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Child Abuse; Child Welfare; Compliance (Legal); Elementary Secondary Education; *Emotional Disturbances; Foreign Countries; Incidence; Institutionalized Persons; *Legal Responsibility; *Policy Formation; *Residential Programs; *Severe Disabilities; *Sexual Abuse
IDENTIFIERS- *United Kingdom

This discussion paper, which addresses the abuse of children in residential establishments, is presented in outline form and includes comments and contributions from a wide range of professionals working in various settings. An introduction notes the reported increase in sexual abuse of children in institutions, a variety of proposed monitoring and inspection requirements, and the need to integrate this issue with others concerning severely disabled children in institutions. The second section identifies particular concerns with independent and private institutions. Principles of inspection and monitoring are briefly considered next, followed by problems in the distribution of resources resulting from overreaction to the possibility of sexual abuse. A section on response to the issue of abuse stresses that child care must be emphasized equally with child protection and workers must not be intimidated from developing close, caring relationships with children. Considered next are assessments of institutionalized children (especially those deeply emotionally deprived or disturbed) and referrals to residential establishments. A concluding section offers general recommendations in the areas of assessment and referral, training for residential workers,

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Practices; Educational Trends; Elementary Secondary Education; *Instructional Effectiveness; Instructional Materials; *Learning Disabilities; *Learning Problems; Metacognition; Remedial Instruction; Teacher Role; Teaching Methods; *Writing (Composition); *Writing Instruction

This guide presents instructional practices recommended by participants at a June, 1990 forum of representatives of the higher education, school, and publishing communities which addressed issues in the teaching of writing to students with learning problems. Chapter 1 looks at composition instruction noting the status of writing in American education, current practices, and emerging trends. Chapter 2 examines theories of writing in subsections on: characteristics of good writers, components of writing, development of writing proficiencies, and instructional considerations. The nature of writing difficulties of these students and related research findings are examined in the third chapter. Chapter 4 describes three approaches to improving the writing of students with learning problems: self-instructional strategy development, cognitive strategy instruction, and process writing. Chapter 5 recommends components for a writing instruction program for these students and discusses what should be taught, how it should be taught, instructional techniques for promoting effective writing, and implications for media and materials. Chapter 6, on the role of the teacher, looks at teacher attitudes and knowledge, teacher education, and the supportive teaching environment. The concluding chapter identifies constraints to implementing effective writing instruction and future directions. Includes approximately 115 references. (DB)

ED 340 178 EC 300 828

Sonnier, Catherine
Early Intervention Services for Infants and Toddlers with Disabilities (P.L. 101-476, Part H).
SPONS. AGENCY- A.L. Mailman Family Foundation, Inc.
PUB DATE- May 91
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; *Compliance (Legal); Cost Effectiveness; *Disabilities; *Early Intervention; *Educational Policy; Family Involvement; Family Programs; *Federal Legislation; Financial Support; Infants; Policy Formation; Preschool Education; Program Administration; Program Development; Program Implementation; State Legislation; State School District Relationship; States Powers; Statewide Planning; Toddlers
IDENTIFIERS- *Individuals with Disabilities Education Act Part H

This guide to early intervention services under Part H of Public Law 101-476 (the Individuals with Disabilities Education Act) is intended to aid state legislators who have the primary responsibility to create and shape programs under this Act. Three aspects of Part H legislation are stressed: (1) requirement of unprecedented coordination among health, social service, and education agencies; (2) focus on services to the

"Special Considerations for Creole Surveys" (Barbara F. Grimes). Conference summaries and announcements are also included. (MSE)

ED 340 197 FL 018 742

Notes on Linguistics, Number 41-43, 1988.
PUB DATE- 88
NOTE- 194p.; Number 41 combines January 1988 and April 1988 contributions.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- African Languages; Bibliographies; Bulgarian; Computer Oriented Programs; Contrastive Linguistics; Discourse Analysis; Form Classes (Languages); Grammar; Language Research; Language Typology; *Linguistics; *Linguistic Theory; Morphophonemics; Mutual Intelligibility; Nouns; Peer Relationship; Phonology; Research Methodology; Sentence Structure; State Universities; Stress (Phonology); Structural Analysis (Linguistics); Tone Languages; Uncommonly Taught Languages; Verbs; Vocabulary
IDENTIFIERS- Gahuku; *Relational Grammar; University of Texas Arlington

This document consists of the three 1988 issues of the normally quarterly journal "Notes on Linguistics." These issues include the following significant articles: "The Role of the Field Linguist" (Bernard Comrie); "Relational Grammar: An Update Report" (Stephen A. Marlett); "Tone and Stress Analysis by Computer" (Geoffrey Hunt); "Correlations Between Vocabulary Similarity and Intelligibility" (Joseph E. Grimes); "A Sentence-Based Method for Intelligibility Testing" (Larry B. Jones); "Computing in Linguistics: Studying Morphophonemic Alternation in Annotated Text, Part One" (Gary F. Simons); "A Brief Note Regarding Discourse-Centered Ph.D. Studies at University of Texas at Arlington" (Robert E. Longacre); "CV Analysis" (Ursula Wiesemann); "Roots and Concerns of Typological/Functional Linguistics" (Thomas E. Payne); "On the Renarrative Mood in Bulgarian" (Aleksander B. Milch); "Niger-Congo Noun Class Systems" (Ursula Wiesemann); "Correlations Between Vocabulary Similarity and Intelligibility" (Barbara F. Grimes); "How to Make Your Junior Partner an Equal Partner" (Francis L. Gralow); "Categorized and Prioritized Bibliography on Language Typology" (Thomas E. Payne); "Researching the Verb" (Ursula Wiesemann); "Comments on Analyzing Expository Discourse" (Sherri Brainard); "In Pursuit of Discourse Particles" (Linda K. Jones); and "The Function of the Glottal Stop in Gahuku" (Ellis W. Deibler, Jr.). Conference summaries, book reviews, and professional announcements are also included. (MSE)

ED 340 198 FL 018 939

Herman, Rebecca
English as a Second Language Course of Study K-12.
PUB DATE- 90
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; Classroom Techniques; Course Content; Educational Objectives; Educational Philosophy; Elementary Secondary Education; *English (Second Language); Instructional Materials; Parent Participation; Parent School

PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Education Work Relationship; Foreign Countries; *Job Skills; *Language Role; Modern Languages; Program Design; Program Development; *Relevance (Education); Secondary Education; Second Language Instruction; Second Language Programs; *Second Languages; Vocational Education
IDENTIFIERS- *United Kingdom

A collection of essays on the relationship between second language education and labor needs focuses on the current situation in the United Kingdom, particularly in light of recent British educational initiatives and in the context of the emerging European Community. Essays include the following: "An Overview of Recent Developments in Modern Languages Teaching" (Mel Austin); "Modern Languages--From the TVEI Pilot Scheme into the Extension" (Jim Holroyd); "Foreign Language Skills for the World of Work: Creating the Climate for Change" (Anne Stevens); "Exploiting current opportunities To Develop Modern Language Courses" (Anne Stevens, Ian Godfrey, Linda Hinchliffe, Peter Syson, Jim Holroyd, Edith Pagliacci); "Work-Based Experience in Modern Languages" (Anne Stevens, Jon Dal Din); "Principles and Examples of Programme Construction Schemes for Modern Languages" (Mel Austin); and "Some Examples of Current Innovative Programmes" (Anne Stevens, Linda Hinchliffe, Barry Ezra). Appended materials include a glossary of acronyms, useful addresses, sources of further information, and biographical notes on the contributors. (MSE)

ED 340 218 FL 019 934

Storti, Craig
The Art of Crossing Cultures.
PUB DATE- 90
NOTE- 135p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Acculturation; *Cross Cultural Training; Cultural Differences; *Culture Conflict; Foreign Countries; *Intercultural Communication; *Language Role; *Social Adjustment; Travel

This guide to adjustment to other cultures is intended for individuals going abroad to live, work, or study or who have contact with expatriates in their own countries. It is written from the perspective that adaptation to the local (foreign) culture is desirable and enhances the experience abroad. The book first looks briefly at some of the difficulties of adjusting to another country, then defines and gives examples of two primary kinds of adjustments travelers must make: (1) to cultural behaviors on the part of members of the host culture; and (2) in their own behaviors that offend or frustrate others. The most common sources of difficulty and maladjustment are chronicled, the reasons that people find other cultures difficult to adjust to are examined, and a technique for adapting successfully is offered. The technique involves acknowledging one's reaction to a situation and becoming aware of expectations associated with that situation. The role of language learning in adjustment to another culture is discussed, and some consequences of acculturation are noted. The final chapter addresses issues in readjustment to the home culture. Many quotations from literary sources about travel abroad are interspersed in the text. A brief appendix consisting entirely of observations that various writers have

Bisaillon, Jocelyne
Enseigner une strategie de revision de textes a des etudiants en langue seconde, faibles a l'ecrit: Un moyen d'ameliorer les productions ecrites (Teaching a Text Revision Strategy to Second Language Students Weak in Writing: A Means of Improving Written Production).
PUB DATE- 91
NOTE- 171p.
LANGUAGE- French
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; College Students; Error Correction; Foreign Countries; French; Higher Education; Instructional Effectiveness; *Revision (Written Composition); Second Language Instruction; *Second Language Learning; Self Evaluation (Individuals); *Writing Instruction; Writing Skills
IDENTIFIERS- Quebec

A study investigated the effectiveness of a text revision strategy in improving the writing skills of college students (St. Lawrence Campus of Champlain College in Quebec) of French as a second language. Subjects were two groups of students in one course. One group (n=24) was taught a revision technique using self-questioning to detect and correct errors in individual words in the text. The second group (n=13) was not taught the strategy. Both groups were asked to: (1) correct an existing text containing 27 errors; (2) take a dictation; and (3) write a 200-word composition. Analysis of results indicates that the students receiving the revision instruction found and corrected more errors in the text not written by them than did those students not receiving the instruction. They also made fewer errors in their own compositions. However, they did not perform significantly better in the dictation task. It is concluded that instruction in such strategies can be helpful in improving students' writing skills. (MSE)

ED 340 239 FL 019 957

Lang, Margaret
Communicative Skills Acquisition: A Recommended Resource.
PUB DATE- 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Cohesion (Written Composition); *Communication Skills; *Expressive Language; Foreign Countries; *French; *Language Styles; Second Language Instruction; *Second Language Learning; Skill Development

Communication in written and oral discourse can be enhanced by cohesive devices, linguistic structures independent of grammar. One cohesive device is that of enumeration or listing. In French, the means of expressing enumeration include such structures as: "avant...puis.../d'une part...d'autre part.../enfin.../ensuite..." and in idiolectal use, "sinon." Cohesive devices are most common in certain text types, including editorials, speeches, and summaries in which the author is seeking to convince or persuade, or where the devices are required to express underlying coherence with maximum clarity in limited time or space. Other enumerative devices include: (1) "egalement, quant a, ainsi" to indicate sequence and example; (2) "premier point, d'autre part, enfin" for

ED 340 260 FL 800 310

RaPAL Bulletin, Numbers 5-13, 1988-1990.
PUB DATE- 88
NOTE- 209p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Bilingual Education; *Educational Research; Educational Strategies; Foreign Countries; International Cooperation; Language Research; *Literacy Education; Open Education; Personal Narratives; Program Descriptions; Research Projects; *Spelling; Student Participation; Student Responsibility; Technical Writing; Writing Instruction
IDENTIFIERS- Canada; Europe; Freire (Paulo); International Literacy Year 1990; Nicaragua; Shor (Ira); Simplification (Language)

This document consists of a 3-year compilation (9 issues) of the RaPAL (Research and Practice in Adult Literacy) Bulletin. Typical articles are: "Student Involvement in Research" (a report of a workshop by Alex Golightly, Nick Nicola, and Marilyn Stone); part of a dialogue between Paolo Freire and Ira Shor, writer/educators of Brazil and the United States respectively; "What Counts as Research? Who Does It? How Can It Be Done?" (Jill Barnett); "Travel and Training" (Ruth Lesige, Jane Mace); "Open to Question: Opportunities in ABE" (John Sanders); "Writing for Change" (Jane Pinner et al.); "The US-UK Exchange" (a report of a U.S.-United Kingdom adult literacy conference); "Getting Help with Reading and Writing: The County Offaly Research Project, Ireland" (Jenny Derbyshire, Pauline Hensey); "Issues in Management of Literacy Programs" (Charles Lusthaus, Marie-Helene Adrien); "Myths and Realities in Adult Education" (Stephen Brookfield); "New Writers Research Their Own Writing Processes" (Denise Roach, Peter Goode); "Doing 'Doing Research' Meetings" (Mandy McMahan et al.); "Adult Literacy--The Educational Challenge of the 1990s" (Noel Dalton); and "Putting Literacies on the Political Agenda" (Brian Street). The summer 1989 special issue consists entirely of a report on the Lee Community Center/RaPAL Study Weekend on "Doing Research." Beside the main articles, each issue also contains such additional materials as book reviews and new publication lists, professional news and announcements, letters, and reports on work in progress. (AA) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 340 261 FL 800 320

Bhola, H. S.
Literacy as a Social Process; Literacy as a Social Intervention.
PUB DATE- 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Adult Basic Education; *Intervention; *Literacy; *Literacy Education; Mass Media; *Public Policy; *Social Change

Literacy is a social process. Each person constructs his or her own "literate identity" and each community constructs its own "literate culture." At times, this local and individual process is at odds with literacy development on a large scale, undertaken through social intervention. Such social intervention is counter-social in that by trying to accelerate change, it violates the basic social character of the literacy

Computer Simulation; Databases; High Schools; Information Networks; *Information Retrieval; *Information Technology; Learning Activities; Learning Modules; *Office Automation; Office Occupations Education; *Search Strategies; *Telecommunications

This module is intended for use by the instructor who wishes to integrate a unit on telecommunications into an Introduction to Business course. Contents include a list of materials needed to teach the unit, a list of competency goals and objectives, and some materials necessary for the three parts of this module: an introduction to telecommunications technology, ERIC MICROsearch simulation, and access to a news retrieval service. Each part consists of a list of activities and recommended time. The activities suggest teaching aids and materials and teacher and student activities. Addresses and telephone numbers of sources are appended. (YLB)

ED 339 802 CE 052 283

Potts, JoAnne; Stover, Carolyn
Introduction to Computers. Module III. Telecommunication Aids in Learning the Keys (TALK).
PUB DATE- Jul 88
NOTE- 14p.; For related modules, see CE 052 281-284.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Education; Competency Based Education; Computer Simulation; Databases; High Schools; Information Networks; *Information Retrieval; *Information Technology; Learning Activities; Learning Modules; *Office Automation; Office Occupations Education; *Search Strategies; *Telecommunications

This module is intended for use by the instructor who wishes to integrate a unit on telecommunications into an Introduction to Computers course. Contents include a list of materials needed to teach the unit, a list of competency goals and objectives, and some materials necessary for the three parts of this module: an introduction to telecommunications technology, ERIC MICROsearch simulation, and access to a news retrieval service. Each part consists of a list of activities and recommended time. The activities suggest teaching aids and materials and teacher and student activities. Addresses and telephone numbers of sources are appended. (YLB)

ED 339 803 CE 052 284

Potts, JoAnne; Stover, Carolyn
Administrative Support Occupations I & II. Module IV. Telecommunication Aids in Learning the Keys (TALK).
PUB DATE- Jul 88
NOTE- 10p.; For related modules, see CE 052 281-283.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Education; Competency Based Education; Computer Simulation; Databases; Information Networks; *Information Retrieval; *Information Technology; Learning Activities; Learning Modules; *Office Automation; Office Occupations Education; *Search Strategies; Secondary Education; Secretaries; *Telecommunications

This module is intended for use by the instructor who wishes to validated for use in analyzing an organization's performance needs that can be solved with training. The PAT Model incorporated the perspectives of both theorists and practitioners on training needs assessment. Three training needs assessment experts evaluated its content and face validity. The PAT Model was implemented in an organization to determine whether the actual outcomes resulting from the model were valid. Two decisionmakers used the information to make a decision about training. Both confirmed that the predicted outcomes from using the model had been achieved and reported that they had accomplished the following: (1) been involved in the training process; (2) obtained accurate and sufficient information for making decisions about the contributions that training should make to the performance needs of the company; and (3) obtained sufficient information for designing, developing, implementing, and evaluating training. Four experts in training needs assessment rated the effectiveness of the PAT Model and found it useful in determining training needs. (Appendixes, amounting to about four-fifths of the report, include the first draft of the model, event descriptions that detail how the model was implemented, in-process and final reports, subject matter analysis, and project materials and information. There are 101 references.) (YLB)

ED 339 821 CE 059 271

Miller, Martha A.; And Others
Legislative Advocacy: A Comparative Analysis and Plan for the Future for the American Association for Adult and Continuing Education. Preliminary Draft.
PUB DATE- Aug 91
NOTE- 67p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; *Advocacy; Continuing Education; Educational Legislation; Educational Policy; Federal Government; *Federal Legislation; Government School Relationship; Lobbying; *National Organizations; Politics of Education; Postsecondary Education; *Professional Associations; *Public Policy; Social Action

A study explored the grassroots membership advocacy on national policy and federal legislative issues of national education associations located in Washington, D.C. Persons were interviewed at six associations: National University Continuing Education Association, American Psychological Association, American Council on Education, American Association for Adult and Continuing Education, National School Boards Association, and American Vocational Association. All association headquarters have a presence that provides for the promotion of their purposes with regard to national policy and federal legislative issues. Associations use coalitions to build support for positions they promote and encourage grassroots advocacy for federal legislative issues in numerous ways. National meetings, publications, and personal contacts are used to educate the membership. Personal contacts in Congress and with other associations and agencies remain the best sources of information. This report contains four sections, of which the first and longest is the report of the study itself. The section begins with a review and analysis of the association's advocacy efforts, and this is followed by summaries of the information gathered in interviews with each association. Names and addresses of contacts and associations and interview

Corporation, North Montgomery Community School Corporation, and the School City of Mishawaka had a great deal in common. For the most part, the prototypes were in compliance with state guidelines, incorporated features of the state model, and were working toward development of the levels depicted in the state model. Participation in Tech Prep generally appeared to have a more positive effect on the attitudes of 1990-91 students than on the 1989-90 group. An overwhelming majority of postsecondary educators were aware of, involved with, and supportive of Tech Prep. An overwhelming majority of the business and industry respondents were neither aware of nor involved with the Tech Prep curriculum. Suggestions were made for improving Tech Prep. (A Tech Prep post-graduation tracking system form is appended.) (YLB)

ED 339 840 CE 059 760

Ransley, Wayne K.; Hughes, Phillip W.
Study on the Developments of Technical and Vocational Education in a Humanistic Spirit: The Situation in Australia. Studies in Technical and Vocational Education 32.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 87
NOTE- 103p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; *Educational Development; Foreign Countries; Futures (of Society); *Humanism; Humanistic Education; *Humanization; Individualism; Innovation; Postsecondary Education; Quality of Life; Resistance to Change; *Science and Society; Secondary Education; Social Change; Social Problems; Technical Education; *Technological Advancement; *Technological Literacy; Technology; Technology Transfer; Vocational Education
IDENTIFIERS- *Australia

Australia has tended to lag behind the nations leading the field of technology in using its scientific and technological resources. To link technology more closely with industry and economic growth, the Australian government has taken many initiatives in recent years. The new technologies are having an impact on societies and the individuals within those societies in three ways: economic impact and unemployment, impact on the quality of life, and emotional and intellectual impact. In general, Australians have ambivalent attitudes toward science and technology. Conflict between their rational and emotional responses is evident. For many, feelings of resistance to new technologies are deeply felt and mostly negative. The use of technology is affected by extremes of choice, alternative futures, and extent of trust in decisionmakers. The basis for making choices is informed debate. Recent developments in technical and vocational (T&V) education in Australia have focused on courses about the social implications of technology. No research has been done concerning the impact of technology courses on the perceptions, beliefs, attitudes, and personalities of students in the T&V sector. This deficiency must be corrected if recommendations for action are to be made. The T&V education sector has a future role in promoting a use of technology which adequately takes account of individual human beings and their needs. (Appendixes include a list of 59 references and student performance objectives.) (YLB) modules; (2) have 50 participants complete at least 1 module; (3) have 100 participants complete a training and/or certification program and 200 managers complete business/industry workshops/seminars; and (4) identify and document 10 specialists, provide inservice training to instructional staff, and have 1 faculty member participate in an internship. By June 1991, all objectives except the faculty internship were accomplished. The bulk of this document consists of eight appendices: advisory committee membership/meeting minutes; needs survey; curriculum outline/course descriptions; course offerings/enrollment; workshop brochures; specialists/technical assistance membership list; dissemination conference programs; and final budget report. The document also contains a timeline of significant accomplishments and a brochure on Columbia Basin College's Hazardous Materials Management Technology project. (NLA)

ED 339 858 CE 059 793

Automated Manufacturing Training Center. Final Performance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 91
NOTE- 91p.; For related documents, see CE 059 794-796.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Programs; Community Colleges; Computer Assisted Manufacturing; Industrial Education; *Industrial Training; Job Training; Manufacturing Industry; Outcomes of Education; Program Development; Program Effectiveness; Program Evaluation; *Resource Centers; *Retraining; Technical Education; *Technological Advancement; Two Year Colleges
IDENTIFIERS- *Customized Training; *Northampton County Area Community College PA

A project conducted by Northampton Community College established an automated manufacturing training center for use by industry in eastern Pennsylvania. The center assists small and medium-size manufacturing firms in evaluating and integrating off-the-shelf technology to make them more competitive in the global marketplace. Comprehensive services include demonstration, training, access to consultant services, and use of technical facilities. Project activities were as follows: (1) setting up a laboratory for training and demonstration; (2) developing and piloting a training assessment model in three firms; (3) developing and piloting a comprehensive matrix of training modules for management, engineers and technicians, supervisors, maintenance personnel, and production operators involving 25 companies; (4) offering a technological literacy training program to 100 school personnel; (5) developing industry-specific training videotapes; and (6) marketing the program to area manufacturers. The program was strongly supported by local industry and was considered a success by those involved in it. (Appendixes, which make up two-thirds of the project report, include an evaluator's report, descriptions of grant courses and enrollment, course outlines, and lists of committee members and industry donors.) (KC)

ED 339 859 CE 059 794

Needs Assessments for Automated Manufacturing Training Programs.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Agency Cooperation; *Cooperative Planning; Coordination; Educational Legislation; Educational Planning; *Illiteracy; *Literacy Education; State Agencies; State Legislation; State Programs; *Statewide Planning; Volunteers
IDENTIFIERS- *Florida

The Florida Model Literacy Program Act of 1987, known as the Florida Adult Literacy Act, committed the state to an organized, systematic, and coordinated attack on adult illiteracy at the state and local levels. The Florida Adult Literacy Plan was developed to implement the provisions of the act and provide a basis for state and local planning with regard to the seven components required: volunteers, local working agreements, coordination of efforts, individualized instruction, program evaluation, recruitment of adults, and parent/family literacy. Strategies for state-level planning were organized according to four areas of work: outreach and marketing, student motivation, delivery of literacy services, and accountability. The Florida Adult Literacy Policy Academy Team, which guided activities to support the plan, emerged as the primary group responsible for directing Florida's multifaceted interagency attack on illiteracy. Seventy local agencies with local adult literacy plans and six state agencies reported accomplishments related to the plan's seven components. State-level accomplishments included development of model noninstructional adult literacy centers and a campaign that stressed literacy as a family affair. (A summary of state level accomplishments is appended, citing related planning strategy, agency, and status for each. Six figures offer statistical perspectives on Florida's adult education and literacy programs.) (YLB)

ED 339 877 CE 059 824

James, Wayne; And Others
A Guide to Writing Adult Education Grant Proposals.
PUB DATE- 91
NOTE- 103p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Education; Educational Finance; Financial Support; Fund Raising; *Grants; *Grantsmanship; Guides; Program Budgeting; Program Costs; Program Descriptions; Program Design; *Program Proposals; *Proposal Writing; *State Aid
IDENTIFIERS- Florida

This guide is designed to help adult educators to get through the grant application process required by the Bureau of Adult and Community Education, Florida Department of Education. It provides information on the four stages of the process: planning the project, writing the proposal, submitting the application package, and receiving notification. Chapter 1 provides information on preliminary steps. It discusses state funds available for adult and community education projects and important elements to consider during the planning stage, including national and state priorities, innovation, needs assessment, cooperation/coordination, dissemination, and project continuation. Chapter 2 focuses on proposal content. Topics include the narrative, need for the project, plan of operation, goals, connecting goals and objectives, measurable and achieving objectives, timelines, personnel, reasonable

DESCRIPTORS- Administrator Attitudes; Counselor Attitudes; Educational Research; Females; Males; *Nontraditional Occupations; Parent Attitudes; Secondary Education; *Sex Bias; Sex Discrimination; *Sex Fairness; *State Surveys; Statewide Planning; Student Attitudes; Surveys; Teacher Attitudes; *Vocational Education; Womens Education

IDENTIFIERS- *Kentucky

A research project assessed the extent to which sex bias existed in Kentucky secondary vocational schools. The American Institutes for Research (AIR) Survey was administered to a statewide population of 483 secondary administrators/principals, counselors, vocational instructors, and traditional and nontraditional students; 406 responded. The Richardson, Davis, Ehresman (RDE) Survey was administered to the same populations and parents. Of 1,792 in the sample, 727 responded. (The RDE survey was a replication of a 1978-79 study.) Analysis of data from the AIR Survey revealed the following: (1) all groups had positive attitudes toward sex equity in the labor market and educational environment; (2) all believed that female and male vocational students would rather be in classes comprised of their respective sexes; (3) respondents questioned the belief that employers are willing to hire nontraditional student graduates; (4) all believed that sex discrimination was somewhat of a problem in the work force; and (5) respondents believed there was good support for all students in vocational education. The RDE survey findings indicated no difference in classroom treatment of traditional and nontraditional students. The results showed that vocational teachers tried to eliminate sex bias in their classrooms and that counselors did not treat traditional and nontraditional students differently. Recommendations were made for formal studies with employers and development of instruments and procedures to evaluate instructional materials for sex fairness. (Appendixes, the bulk of the document, include surveys, survey responses, and statistical comparison of particular group responses.) (YLB)

ED 339 895 CE 059 851

Martin, Robert A.; And Others

Model Course of Study for Agricultural Programs in Iowa. Preparing for the Future.

SPONS. AGENCY- Iowa State Dept. of Education, Des Moines.

PUB DATE- 87

NOTE- 108p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Agribusiness; *Agricultural Education; Agricultural Machinery; *Agricultural Production; Biology; Conservation (Environment); Daily Living Skills; Demonstration Programs; Farm Management; Field Crops; Forestry; High Schools; *Horticulture; Landscaping; Occupational Safety and Health; Plant Propagation; State Curriculum Guides; Turf Management; *Vocational Education

IDENTIFIERS- *Iowa

Each section contained in this packet is necessary for designing an effective program of agriculture education. The curriculum guide that is developed from this model should include the same sections. The model includes: (1) community description; (2) school description; (3) goals and objectives of education in agriculture; (4) evaluation policy; (5) development procedures for an advisory committee; and (6) unit outlines. Unit outlines

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- Adult Basic Education; Adult Programs; Educational Administration; *Organizational Development; *Organizational Objectives; *Professional Associations; Professional Development; *Program Development; Program Proposals; Public Education; *Public School Adult Education; School Districts; State Departments of Education; State Programs; *State School District Relationship
IDENTIFIERS- *National Association for Public School Adult Educ

The Saturation Project was an innovative 3-year grant program that was planned by the National Association for Public School Adult Educators (NAPSAE) but never actually implemented. The grant was intended to be given to the McAlester, Oklahoma, school district in 1961 in order to demonstrate the contribution of adult education to the overall well-being of a community. It was envisioned that the project would make the community high school the fulcrum for all adult education in the community and increase the visibility and status of the state adult education director. However, it was decided that rather than risking the failure of one large project, it was better to spread funds over a number of communities for a 1-year period. This decision reflected a reluctance to examine a core issue: whether to advance the cause of public school adult education through grassroots politics or through cooperation with public school hierarchies. An examination of NAPSAE's changing strategies offers a way to interpret the organizational ecology of adult education during the period 1952-1962, a time when community colleges, colleges, and universities were expanding their public service missions. (31 references) (KC)

ED 339 914 CE 059 880

Flexible Colleges: Access to Learning and Qualifications in Further Education. Part 1. Priorities for Action.
PUB DATE- 91
NOTE- 81p.; For a related document, see CE 059 881.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Education; Ancillary School Services; College Admission; Distance Education; Educational Administration; *Educational Innovation; Flexible Progression; Flexible Scheduling; Foreign Countries; Marketing; *Nontraditional Education; Nontraditional Students; Postsecondary Education; Relevance (Education); *Technical Institutes; Vocational Education
IDENTIFIERS- *Learner Centered Instruction; *United Kingdom

This report focuses on the development of flexible learning in colleges of further education in Great Britain. An introduction considers the national context, including the advent of National Vocational Qualifications, and the subsequent transition to flexible, learner-centered colleges. Section 1 describes the features of a flexible, accessible, and learner-centered college, organized to meet the needs of individuals, and compares these features with those of a college organized on the basis of groups of students enrolling in conventional courses. Information is presented in the form of a checklist to promiscuity, sexual violence, and teenage pregnancies have increased greatly over the past years, attitudes that may influence these behaviors were explored. This study gathered information that could be used to build better counseling, guidance, and education programs. Students (N=235) from five high schools in the western half of Kansas responded to questionnaires that included demographic information, the Sexual Attitude Scale, and the aggression and autonomy scales from the Edwards Personal Preference Schedule. The results supported the following generalizations: (1) males were more liberal than females; (2) adolescents from the single parent family type were more liberal than adolescents from any other family types; (3) freshmen were more liberal than juniors; (4) males from two parent families were more liberal than females from two parent families; (5) males from the single parent family type were more liberal than females from the same family type; (6) males from other than single parent family types were more liberal than females in this category; and (7) females from the stepfather family type were more liberal than males from the stepfather family type. (LLL)

ED 339 932 CG 023 833

Adolescent Steroid Use.
PUB DATE- 90
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Drug Abuse; Drug Education; Incidence; Prevention; Secondary Education; Trend Analysis
IDENTIFIERS- *Steroids

The study focused on non-medical steroid use by adolescents according to data obtained from the National Institute on Drug Abuse, professional literature, 30 key informants knowledgeable in steroid issues, and 72 current or former steroid users. The findings indicated: (1) over 250,000 adolescents, primarily males, used or have used steroids, and the number is growing; (2) over half the adolescents who use steroids have tried them for the first time by age 16; (3) steroid users, in general, are highly motivated people who train intensely to improve themselves or to achieve a positive goal and who believe they are health conscious; (4) adolescents have a special susceptibility to the health risks of stunted growth and adverse psychological effects including dependence; (5) steroid use encourages adolescents to try other drugs for enhancing performance and countering the side effects of steroid use; (6) experts do not believe adolescents are well aware of the potential risks of steroid use, nor is awareness a deterrent to use; and (7) many key informants supported drug testing as a deterrent to adolescent steroid use, but the cost is a serious drawback. From these findings two recommendations emerged: (1) the Department of Health and Human Services should develop a national education strategy to increase adult and adolescent awareness of the problem and to provide educational guidelines for local programs; and (2) the Department, through the Public Health Service, should take the lead in expanding federal understanding of the motivations for the health risks of non-medical steroid use as a basis for informed policy decisions. (LLL)

ED 339 933 CG 023 834

Veurink, Reginald Lee

Schools; *Remedial Instruction; School Counseling; School Guidance; Secondary School Students
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *New York City Board of Education

During the 1989-90 academic year, the New York City school system's Chapter 1 Clinical and Guidance program achieved its goals of identifying and alleviating the emotional and social problems that interfere with students' academic performance. During the year, the program served 6,203 Chapter 1 eligible students from 150 nonpublic schools. In addition the program initiated a "walk-over" service for computer aided instruction students, and, in 1989-90, 839 students from 5 nonpublic schools were served. Finally, staff development training was implemented as proposed. One in seven students served by the program were in the English-as-a-Second-Language program. When language was a barrier to communication, program staff often got a speaker of the student's native language to write notes to or call the student's parents, or they referred the student to an outside agency. During 1989-90, the Clinical and Guidance program initiated parent effectiveness groups to help parents learn new ways to handle problems, understand their children, and find support from other parents. In general, despite their social and emotional problems, students in all instructional programs and in all grades made statistically significant mean gains from pretest to posttest, meeting the program's criteria for success. Student behavior improved. Expansion of the computer assisted instruction program is recommended for program improvement. (LLL)

ED 339 951 CG 023 852

Guide to Planning Health Promotion for AIDS Prevention and Control. WHO AIDS Series 5.
PUB DATE- 89
NOTE- 80p.; For a related document, see CG 023 853.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Foreign Countries; *Health Promotion; *Prevention; Program Development

This guide is intended to provide planners, managers, and technical staff with guidelines for planning, implementing, monitoring, and evaluating an Acquired Immune Deficiency Syndrome (AIDS) health promotion program. As such, it can be used in the development of a detailed AIDS health promotion action plan. The guide reviews the steps, processes, skills, and institutions required to convert national AIDS program goals into action plans for AIDS health promotion; and the major requirements for implementing, monitoring, and evaluating AIDS health promotion. It is based on experience in applying health promotion methods and procedures to public health programs such as immunization, diarrheal disease control, nutrition and breast-feeding, anti-smoking campaigns, and condom distribution. The guide is intended for use in all parts of the world and provides a basis that should be valuable for planning in every cultural context. Each planning element is discussed in a separate section as follows: (1) establishing goals; (2) initial assessment; (3) targeting audiences; (4) reaching objectives and performance targets; (5) developing strategies--messages and materials; (6) developing strategies--channels of communication, institutional networks, and three years and on the basis of the numbers of people who attend its sessions, is a very popular format for delivering services. (ABL)

ED 339 970 CG 023 883

Levi, Marion; Ziegler, Suzanne
Making Connections: Guidance and Career Education in the Middle Years.
PUB DATE- 91
NOTE- 142p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Exploration; Dropout Prevention; Foreign Countries; Grade 7; Grade 8; Grade 9; Intermediate Grades; Junior High Schools; Middle Schools; School Counseling; School Counselors; *School Guidance
IDENTIFIERS- Canada; Middle School Students

This report is an examination of recommended and actual school-based guidance policies, programs, and practices for young adolescents. The information is drawn from Canadian and international publications, and from a survey of guidance and career education programs for grades 7-8 in Ontario boards of education and schools, called The 1990 Ontario Guidance Survey. Topics covered include the content of guidance programs, with emphasis on those programs most commonly delivered to 11-14 year olds, i.e., transition programs, dropout prevention programs, and career exploration programs. Special attention is given to the needs and interests of girls and special needs groups. The process of program delivery is also examined, encompassing collaboration between guidance staff and other school- and community-based personnel, including students in peer programs. Guidance programs, are also described and discussed. Data from The 1990 Ontario Guidance Survey are integrated to give a picture of current practice at both board and school levels. The place of guidance in middle-level schools is explored, in light of recent recommendations in Canada and the United States concerning the restructuring of schools for young adolescents. The literature surveyed establishes certain parameters for effective policy and practice in the development and delivery of guidance programs for students in grades 7-9. It is noted that measured against these guidelines, guidance in Ontario appears to be well developed in some respects, less in others. An example of strength is that survey respondents described programming priorities that reflect the developmental, holistic understanding of adolescents emphasized in the literature. A weakness, however, is that while the best programs and activities reported in the survey emphasize active, experiential modes of learning, most guidance programs continue to use more traditional and passive instructional modes. (ABL)

ED 339 971 CG 023 884

National Household Survey on Drug Abuse: Population Estimates 1991.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
PUB DATE- 91
NOTE- 117p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.

Elementary Secondary Education; Foreign Countries; *High Risk Students; Potential Dropouts; Predictor Variables; Secondary School Students
IDENTIFIERS- Alberta

The Teacher Alert System was designed in Alberta, Canada, for classroom teachers and school personnel concerned about the needs of "at risk" students. The guide can assist in the identification, assessment, and intervention process for children who have special needs. The student's problems may be related to learning, emotions, or physical problems. Such students deviate in some way from what is expected from the school, their peers, and often themselves. Part 1, Family and Welfare Issues, looks at problems the student may be having at home or in the neighborhood, realizing that the cause of the student's problem may not be related to the school or academic program. Part 2, Classroom Environment Factors, examines whether the physical attributes of the school and the classroom, including the stressors in the teacher's life, are conducive to the student's learning. Part 3, Physical/Sensory Disorders, includes health problems, physical disorders, and sensory disorders. Students may be physically incapable at the moment of complying with the demands of the classroom. Part 4, Developmental and Learning Disorders, discusses some of the more subtle disabilities and learning problems. Part 5, Temperament and Behavior Disorders, looks at behaviors that interfere with attention and being goal oriented. These students may need altered expectations, task demands, pressure, or an environment where there is more appropriate stimulation. Issues of "at risk" students, intervention strategies, and use of school centered assessment materials are discussed. (LLL)

ED 339 990 CS 010 751

Rogers, Sue F.
Practicum in Reading Placements for Preservice Teachers.
PUB DATE- Nov 90
NOTE- 21p.; Paper presented at the Annual Meeting of the College Reading Association (34th, Nashville, TN, November 2-4, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College School Cooperation; Educational Research; Higher Education; *Preservice Teacher Education; Primary Education; *Public Schools; *Reading Centers; *Reading Teachers; *Student Teaching; Teaching Experience
IDENTIFIERS- Virginia

A study investigated whether a college reading center was superior to a local public school as a practicum site for developing teachers of literacy. Of 17 undergraduate preservice teachers enrolled in a practicum in a reading field placement course, 10 were placed in the college reading center and 7 in a primary level public school. The preservice teachers in each placement self-evaluated the practicum experience. The following semester, the same preservice teachers were placed in student teaching and evaluated by their college supervisor on teaching literacy in the classroom. The preservice teachers' self-evaluations and their student teacher supervisor's evaluations were statistically analyzed. Results indicated that the college reading center practicum placement was not superior to the public school placement for teacher preparation in literacy. (Four tables of data are included.) (Author/SR)

ED 339 991 CS 010 754

(150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Cultural Differences; Foreign Countries; Higher Education; *Language Skills; *Reading Comprehension; Reading Research; Recognition (Psychology); Second Language Learning
IDENTIFIERS- *Cultural Content; Quebec; *Story Content; Text Factors; Text Processing (Reading)

A study examined the effects of the level of knowledge of a second language (linguistic factor) and of the level of familiarity of texts based on cultural scripts (cultural factor) on comprehension. Subjects, 111 young adults whose average age was 23 years, were divided into 3 groups according to their different levels of linguistic knowledge. Two of the groups (an intermediate and a superior group) were made up of subjects with English as a mother tongue who were attending courses in French as a second language. A third group consisted of subjects with French as a mother tongue and served as a control group. Subjects made delayed recognition judgments after reading a familiar and an unfamiliar text (both in French) of equal difficulty. Results indicated that, no matter whether the information was explicit, implicit, or incongruent elaboration, or whether the text was familiar or unfamiliar, the control group and the experimental group comprising subjects of superior linguistic ability exhibited no differences in the recognition tests. Results also indicated that members of the intermediate group (possessing limited linguistic knowledge of the target language) were at a disadvantage in memorizing explicit information, recognizing implicit information, and correctly judging incongruent elaborations. (Three tables of data are included.) (RS)

ED 340 011 CS 010 792

Samuels, S. Jay, Ed.; Farstrup, Alan E., Ed.
What Research Has To Say about Reading Instruction. Second Edition.
PUB DATE- 92
NOTE- 363p.; For the first edition, see ED 158 231.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Literacy; Content Area Reading; *Decoding (Reading); Elementary Secondary Education; English (Second Language); *Family Environment; Metacognition; Portfolios (Background Materials); *Reading Instruction; *Reading Research; Remedial Reading; Student Evaluation; Text Structure; *Theory Practice Relationship; *Whole Language Approach
IDENTIFIERS- Reading Fluency

Maintaining the balance between theory and application of the 1978 edition, this book's second edition keeps up with changes in the reading curriculum by adding chapters on text structure, metacognition, and home background not found in the first edition. Chapter titles are: (1) "The Role of Research in Reading Instruction" (Wayne Otto); (2) "Home and School Together: Helping Beginning Readers Succeed" (Lloyd O. Ollila and Margie I. Mayfield); (3) "Whole Language Research: Foundations and Development" (Kenneth S. Goodman); (4) "Assessing Literacy: From Standardized Tests to Portfolios and Performances" (Elfrieda H. Hiebert and Robert C. Calfee); (5) "The Role of Decoding in Learning to Read" (Isabel L. Beck and Connie Juel); (6) "Reading Fluency: Techniques for Making Decoding Automatic" (S. Jay Samuels, Nancy Schermer, and David Reinking); (7) "Developing Expertise in Reading Comprehension" (P. David Pearson, Laura R. Roehler, Janice A. Dole, and Gerard better in all three subjects in 1990 than in 1984; (2) improvements were noted as well in the papers scored "excellent"; (3) changes were particularly dramatic in the English 30 1990 essays; and (4) the descriptions of students' written work in all three subjects revealed common features of writing at the mid and top levels of performance. Results document an increase in standards (particularly at the "satisfactory" level) as well as improvements in actual student performance. (Six tables presenting key features of student essays are included; an appendix of data and the written-response assignments for 1984 and 1990 are attached.) (RS)

ED 340 031 CS 213 107

Samples of Students' Writing from the Grade 9 English Language Arts Achievement Test, June 1990.
PUB DATE- Jun 90
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Foreign Countries; Grade 9; Junior High Schools; *Junior High School Students; *Student Writing Models; Writing (Composition); *Writing Evaluation; Writing Tests
IDENTIFIERS- *Alberta

This booklet provides Alberta (Canada) grade 9 teachers, administrators, and students with samples of the full range of students' writing that exemplify the criteria used to score students' written responses on the June 1990 Grade 9 English Language Arts Achievement Test. Commentary accompanying the students' writing samples in the booklet highlights selected features of the students' responses and shows how the scoring criteria relate to the students' work. The scoring guide for the written response part of the test is attached. (RS)

ED 340 032 CS 213 108

English 26 (Grade 11): Teacher Resource Manual. Integrated Occupational Program. Curriculum.
PUB DATE- 91
NOTE- 257p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; *English Instruction; Foreign Countries; Grade 11; High Schools; *Language Arts; Listening Skills; *Reading Instruction; Speech Instruction; Thematic Approach; *Writing Instruction
IDENTIFIERS- *Alberta

Intended as a practical planning and instructional tool, this teacher resource manual was developed to assist Alberta (Canada) classroom teachers to implement the high school Integrated Occupational English Language Arts Program. The manual contains: (1) additional information about the goals and objectives of the curriculum; (2) thematic contexts for the delivery of prescribed concepts, attitudes, and skills; (3) suggestions for planning and implementing the curriculum, such as instructional strategies, sequenced activities, correlations of learning resources to activities, and resource suggestions; (4) activities and background information designed to develop

Instrumental Reality.
PUB DATE- Nov 91
NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Debate; Higher Education; *Persuasive Discourse; *Rhetoric; *Rhetorical Criticism; *Social Change
IDENTIFIERS- Competitive Argument; Debate Strategies; *Debate Theory; *Habermas (Jurgen)

Many academic debaters have adopted a rhetoric of emancipation, which seeks to identify oppressive features in the material conditions of contemporary society. Debaters now often advocate a wholesale rejection of the current system. This emancipatory rhetoric illustrates some components of Jurgen Habermas' critical apparatus. In turn, that apparatus helps identify some ways in which emancipatory rhetoric is problematic. Habermas, the leading living proponent of critical theory, distinguishes between purposive-rational action (work), which includes instrumental rationality, and communicative action (interaction). Habermas criticizes the reduction of reason to scientific and technological thought. He seeks to analyze communication as the creation of an optimal discursive space free from time and space constraints and the influence of domination. Habermas advances the notion that an ideal speech situation, free from distortion, would result eventually in justified consensus. The questions and demands of emancipatory rhetoric are practical, and cannot be resolved within the technical sphere. To escape instrumental and strategic rationality, debaters must abandon those rationalities in favor of communicative action. However, even the use of emancipatory rhetoric in debate is instrumental, as the goal is to win debates. Moreover, emancipatory rhetoric cannot receive a fair hearing within the dominant language game of debate. The game itself must move from the instrumental to the practical. (Twenty-six references are attached.) (SG)

ED 340 052 CS 507 635

McGee, Brian R.
The "Whole Resolution" as a Negative Theoretical Argument: Pragmatic Considerations.
PUB DATE- Nov 91
NOTE- 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Debate; *Debate Format; Higher Education; *Persuasive Discourse; *Rhetorical Criticism; *Textbook Evaluation; Undergraduate Students
IDENTIFIERS- Argumentation Theory; *Competitive Argument; Debate Strategies; *Debate Theory

Many debate textbooks give few examples of well structured arguments, and often the examples which the books do give are uncertainty. Twenty-six full-time new employees from several organizations in the midwest were interviewed over a 5-week period. The interviews were taped and transcribed, and a content analysis was performed. Results showed that new employees found that, while passive strategies were more valuable than active ones, interactive strategies were superior to both for gaining information about their supervisors, and the use of interactive strategies increased over the 5-week period. Interactive strategies were used more as a method of gaining information about the supervisor as a person than as a supervisor. Findings also suggested that not all uncertainty reduction can be viewed as positive, since if what is learned about another individual is negative, the resulting effect on the relationship may also be negative. Further study on uncertainty reduction within organizational relationships is called for. (Three tables of data and 6 figures are included; there are 28 references listed and 2 appendixes contain the interview schedule and the coding sheet for interviews. (SR)

ED 340 072 CS 507 680

De Foe, James R.; Breed, Warren
Consulting with Media for Health Education: Some New Directions.
SPONS. AGENCY- National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
PUB DATE- Aug 91
NOTE- 22p.; Paper presented at the Annual Meeting of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Alcohol Abuse; Alcohol Education; Audience Awareness; Case Studies; *Consultants; *Cooperation; *Health Education; *Mass Media Role; Persuasive Discourse; *Soap Operas
IDENTIFIERS- All My Children; Communication Strategies; Health Communication; Media Responsibility

A case study examined the cooperative consultation between a writer for the television serial "All My Children" and a health educator. The consultation spanned six years. The story of the alcoholic "Arlene" began to air on the serial in January 1991. Scenes involving Arlene were recorded. Consultation between the health educator and the serial writer occurred in person and on the telephone, and the frequency of contact was controlled by the need to discuss certain upcoming alcohol-related specifics on plot, character, and social environment. Seven "patterns" (recommendations regarding portrayals of alcoholism) used in such cooperative consultations were adopted by the industry, and aimed primarily to alert the industry to the major aspects of alcohol education. The case of Arlene demonstrates that the "All My Children" staff have captured the seven patterns and progressed to a new frame of reference. To realize the potential of the mass media in health education, at least two modalities can be used: cooperative consultation and health campaigns. As in the case of Arlene's story, health educators can enlarge and deepen the health message when working with the media, but their role is far from easy. Difficulties include how to: gain access; gain knowledge about practices institutionalized in the media; develop the ability to use the principles of cooperative consultation; and work with the entertainment media in telling stories. In regard to the first two difficulties, the health educator is advised: (1) that

Attendance; Decentralization; Developing Nations; Educational Change; Educational Innovation; Educational Objectives; *Educational Planning; Elementary Education; Foreign Countries; Government School Relationship; Incentives; *Policy Formation; Research and Development; School Community Relationship; School Organization; Teacher Characteristics; Teacher Education; Theory Practice Relationship; Women Faculty; *Womens Education
IDENTIFIERS- *Pakistan

A collaboration between Pakistan's Academy of Educational Planning and Management (AEPAM) and the Harvard Institute for International Development under the Basic Research and Implementation in Developing Education Systems (BRIDGES) led to a conference to present findings carried out by Pakistani researchers as well as BRIDGES consultants. The conference objectives were to analyze the following issues: (1) past policy approaches introduced at the primary level in Pakistan and their outcomes; (2) female education in rural areas with special reference to female access to education and the supply of female teachers and their problems; (3) the feasibility of introducing compulsory primary schooling in Pakistan; and (4) topics such as a staggered school time table, classroom management, and relationship between school and community. Recommendations for the development of national policy on primary education are also reported. An introduction is followed by a summary of the 12 papers, reports from 3 work groups, charts that show the organizational structure of 5 different provinces, a list of the participants, the conference schedule, and the complete text of the papers. Appended are seven tables or lists that provide background information about education in Pakistan. (MLF)

ED 340 093 EA 023 324

Fraser, Alexa; And Others
Asbestos in Schools: Evaluation of the Asbestos Hazard Emergency Response Act (AHERA): A Summary Report.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC. Economics and Technology Div.
PUB DATE- Jun 91
NOTE- 33p.; For full 2-volume report, see EA 023 649.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Asbestos; Elementary Secondary Education; *Hazardous Materials; *Inspection; Program Evaluation; *School Buildings; *School Safety
IDENTIFIERS- *Asbestos Hazard Emergency Response Act 1986

In fall 1989, the initial implementation of the Asbestos Hazard Emergency Response Act of 1986 (AHERA) was evaluated. This report summarizes evaluation results presented in a two-volume final report and appendices. AHERA regulations required: (1) inspection of all elementary and secondary schools to identify any asbestos-containing building materials present; (2) preparation of an asbestos management plan for each school; (3) notification of parents and staff of the plan's availability for review; and (4) training of school maintenance and custodial workers. The evaluation study focused on buildings occupied by K-12 students; schools in the target population represent about 80 percent of all 106,000 schools in the U.S. The study employed a national statistical sample of 30 communities, in which 198 schools were visited. Specially trained inspectors thoroughly reinspected each participating school building, and findings were compared with the original AHERA inspection as presented in each schools' management plan.

recommendations are offered in the concluding chapter. Findings indicate the overall positive impact of the K-3 and 7-12 pilot programs; identify regional differences; and demonstrate the importance of implementation for program success. Forty-six tables and 19 figures are included. Appendices contain K-3 and 7-12 supplemental data, budget data, and limitations of data sets. (22 references) (LMI)

ED 340 115 EA 023 548

Marshall, Catherine; And Others
Culture and Education Policy in the American States.
PUB DATE- 89
NOTE- 217p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- Classification; Comparative Analysis; Cultural Context; *Culture; *Educational Policy; Educational Theories; Elementary Secondary Education; Input Output Analysis; *Policy Formation; *Politics of Education; *Power Structure; Public Schools; *State Action; *State School District Relationship; Values
IDENTIFIERS- Arizona; California; Illinois; Pennsylvania; West Virginia; Wisconsin

A research project that developed methods for describing, organizing, analyzing, and predicting state education policy activity had as its major focus the way that values affect that policy. Data were drawn from six states: Wisconsin, Illinois, California, Arizona, West Virginia, and Pennsylvania. They were chosen to represent ranges of political cultures and regions, fiscal stress, and a variety of formal structures. Some of the data were drawn from documents and observation, but most came from interviews with the key policy actors in each state. The book is organized in seven chapters: (1) "A Cultural Framework for Studying State Policy"; (2) "The Subculture of State Education Policy-makers"; (3) "State Policy Mechanisms as Cultural Products"; (4) "Public Values in the Policy Culture"; (5) "Political Culture and Policy Patterns among the States"; (6) "Cultural Values Embedded in Statutes"; and (7) "Understanding Cultural Influences on Educational Policy." Appendices describe the research design and methodology, interview protocol, seven major policy domains for K-12 education policy, and interview forms. An index is appended. (142 references, 32 tables, 20 figures) (MLF)

ED 340 116 EA 023 549

Thomas, Stephen B., Ed.
The Yearbook of Education Law, 1991.
PUB DATE- 91
NOTE- 269p.; For individual chapters, see EA 023 550-557. For 1990 yearbook, see ED 334 630.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Athletics; Collective Bargaining; *Court Litigation; Educational Finance; Elementary Secondary Education; Federal Courts; Higher Education; *Legal Problems; *Legal Responsibility; Private Schools; Public Schools; *School Law; School Personnel; State Courts; Student School Relationship;

This paper discusses the use of in-basket items, typical of what school administrators would face on the job, and small-group activities to encourage the novice (graduate students in school administration) to exhibit behaviors that result from reflective thought. The process involves classroom exercises that simulate situations typical of school administration. Through instructor feedback and group discussion, students are encouraged to incorporate behaviors characteristic of effective administrators. Sample in-basket items are included. (LMI)

ED 340 138 EA 023 590

On the Right Track for Health: A Guide for Implementing Comprehensive School Health and Wellness Programs in New York State.
PUB DATE- 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Health; *Cooperative Planning; Elementary Secondary Education; Health Education; *Health Needs; *Health Programs; *Health Promotion; Health Services; Program Implementation; State Programs; Statewide Planning
IDENTIFIERS- *Comprehensive School Health and Wellness NY; *New York

Guidelines to help schools and communities in New York implement or improve a Comprehensive School Health and Wellness (CSHW) program are outlined in this manual. Based on 8 components and 11 interrelated conceptual areas, the 811 Grid offers a framework for assessing current efforts and for planning strategies to improve school/community health. Key features include school collaboration with community resources and shared responsibility. The five-step process involves: (1) organization of an advisory committee; (2) identification of supporting efforts; (3) assessment of current supporting efforts; (4) statement of objectives and development of an action plan; and (5) evaluation and reassessment. Appendices, which comprise two-thirds of the document, include: the components of the CSHW program with questions and suggestions (e.g., healthful school environment, health services, physical education, food services, etc.); blank 811 grid; 811 grid with sample questions; 811 grid analysis; an action plan; and guidelines for establishing an advisory committee. (LMI)

ED 340 139 EA 023 594

Pallas, Aaron M.; And Others
An Analysis of How High School Staff Members Value and Exchange Information on Student Performance. Report No. 23.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 91
NOTE- 27p.; Tables may not reproduce well in paper copy due to small print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Disadvantaged; Educational Improvement; High Schools; Informal Organization; *Information Dissemination; *Network Analysis; *School Personnel; *Student

consultancy and counseling, and research. (DB)

ED 340 159 EC 300 808

Byrom, Elizabeth, Ed.; Katz, Ginger, Ed.
HIV Prevention and AIDS Education: Resources for Special Educators.
SPONS. AGENCY- Centers for Disease Control (DHHS), Atlanta, GA. Div. of Adolescent and School Health.
PUB DATE- 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; At Risk Persons; *Communicable Diseases; Curriculum Development; *Disabilities; Disease Control; Elementary Secondary Education; *Health Education; Inservice Education; Interdisciplinary Approach; Intervention; *Public Health; School Health Services; Special Education; *Special Health Problems; Teamwork

This guide was developed out of a 5-year project aimed at preventing the transmission of the human immunodeficiency virus (HIV) by promoting HIV prevention and AIDS (acquired immunodeficiency syndrome) education in school health programs. This document includes recommendations of a January, 1989 forum which addressed HIV prevention education for special education students, results of a review of existing curricula, and information on a training model which calls for teams of health educators and special educators to collaborate on the planning and delivery of instruction. The introduction describes the sponsoring organizations. A summary of the forum conclusions addresses the roles of professionals, parents, and children and youth with special needs as well as specific deficiencies discovered in instruction and curriculum; recommendations are provided under such topics as policy, training, inservice, statewide activities, curriculum, and instruction. Basic information about HIV and AIDS is presented next and includes information on risk factors for children and the role of education in helping stop the spread of AIDS. Policies, resolutions, and principles of several organizations for AIDS prevention education are presented next. Curriculum information is provided in the final section and includes a checklist for a good AIDS curriculum, a listing of curricula receiving favorable reviews, a sample AIDS curriculum, and a sample lesson plan. A list of resources including 14 materials, a database, three hotlines, and sources of training conclude the guide. (DB)

ED 340 160 EC 300 809

Salisbury, Christine L.
Providing Effective Early Intervention Services: Why and How? Policy and Practice in Early Childhood Special Education Series.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

child in the context of the family; and (3) the expectation that states will assemble a variety of funding sources to cover direct services. The first chapter provides an overview of the law including: eligibility, system components, program administration, identifying eligible children, case management, children and family rights, and program financing. The costs and benefits of early intervention for children, families, and society are considered in Chapter 2. Chapter 3 identifies policy considerations for lawmakers. Chapter 4, on financing early intervention services, identifies seven federal funding sources and discusses private health insurance. Four recommendations are offered: build a consensus among legislators and stakeholders; develop a plan to finance Part H services; ensure that programs are effective; and lobby the federal government for an increase of funds to support Part H. Appended are lists of organizational resources and acronyms. (DB)

ED 340 179 EC 300 829

Fenichel, Emily
Promoting Health through Part H: Promoting the Health of Infants and Toddlers with Disabilities through Part H of the Individuals with Disabilities Education Act.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 47p.; Issue paper developed by the National Early Childhood Technical Assistance System (NEC*TAS).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Cooperation; Case Studies; *Child Health; Compliance (Legal); Delivery Systems; *Disabilities; *Early Intervention; Family Involvement; Family Programs; *Federal Legislation; Financial Support; *Health Services; Infants; Outreach Programs; *Policy Formation; Preschool Education; Program Implementation; Toddlers
IDENTIFIERS- *Individuals with Disabilities Education Act Part H

This issue paper is based on recommendations of a February, 1991 meeting on promoting child health through Part H of the Individuals with Disabilities Education Act (IDEA). Part H emphasizes family-centered care; service coordination; comprehensive services; collaboration among service providers and funding sources; outreach to traditionally underserved groups; and systematic, appropriate training. The first section of this issue paper, "A Welcome for Every Child," presents agreed upon basic principles and guidelines to support the health and development of infants and toddlers. The second section, "Lessons from Infants, Toddlers, and Their Families," uses four case vignettes to explore ways of providing both common and individualistic health and developmental needs. The third section, "Roles and Responsibilities," examines roles of families, health care providers, and other early intervention professionals. The final section, "Policies to Support People," suggests strategies that professional associations and educational institutions, as well as legislative and administrative bodies, can use to support health promotion through Part H. Appended are a list of 75 references and a list of the meeting participants. (DB)

ED 340 180 EC 300 830

Relationship; Program Descriptions; Program Design; School Registration; Second Language Programs; Student Evaluation; Student Placement
IDENTIFIERS- *Athens City School District OH

The English-as-a-Second-Language (ESL) program in the Athens (Ohio) City School District is described. The program is organized as a pull-out program and focuses on development of language arts and literature and is intended as a transitional program. The report contains the following: statements of the school district's philosophies concerning education in general and ESL instruction in particular; a statement of ESL program goals; procedures for placement, assessment, and student evaluation; a scope and sequence for grades K-12; descriptions of instructional materials selected for the program; notes for both teachers and parents concerning parent participation and communication with school staff; advice for aides, tutors, volunteers, and elementary and secondary school teachers, primarily concerning classroom communication techniques; and a list of recommended teacher priorities for effective ESL teaching. The form used by the school district to record home language use information, a brief statement about the ESL program, and a list of requirements for admission to the district's schools are appended. (MSE)

ED 340 199 FL 019 315

Scarino, Angela; And Others
Language Learning in Australia. Book 1. Australian Language Levels Guidelines.
PUB DATE- 88
NOTE- 49p.; For related documents, see FL 019 316-318.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Curriculum Design; Elementary Secondary Education; Foreign Countries; Program Development; *Second Language Programs; State Standards; *Student Centered Curriculum
IDENTIFIERS- *Australia; Australian Language Levels Project

The Australian Language Levels (ALL) Project, begun in 1985 to develop an organizational framework and curriculum guidelines for language instruction in elementary and secondary education, offers a coherent model for curriculum design drawing on recent research on teaching and learning. The first volume in the four-volume series outlines the current context of language teaching and learning in Australia. It contains: an overview of the ALL guidelines; discussion of the values of language learning both for the individual and as a national resource; a summary of the ALL Project; a brief discussion of the need for language curriculum renewal; a description of the school language learning context in Australia, including student characteristics, common program types, the range of languages taught, and conditions promoting school language learning; a review of developments in approaches to language teaching and learning, from classical humanism through reconstructionism and progressivism to the balanced approach of the ALL Project; eight principles to guide the teaching and learning process; discussion of the goals of language learning, including their development, broad categories, and integration in the curriculum; and the framework of progressive, interlocking, and age-related instructional stages proposed by the ALL Project. Contains 79 references. (MSE) made about Americans and an annotated list of readings are included. (MSE)

ED 340 219 FL 019 935

Project G.L.A.D. A Program of Academic Excellence. Language Acquisition to Literacy in a Multilingual Setting.
PUB DATE- 91
NOTE- 57p.; Portions of appended materials may be marginally legible.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; Classroom Techniques; *Curriculum Development; Elementary Secondary Education; *English (Second Language); Grouping (Instructional Purposes); *Inservice Teacher Education; Neurological Organization; *Peer Teaching; Postsecondary Education; Program Descriptions; Program Design; Second Language Instruction; *Whole Language Approach

Project GLAD (Guided Language Acquisition Design), a model of inservice teacher training in which teachers learn to modify instruction to promote acquisition of English as a Second Language, is outlined. The model uses the whole language approach to language learning. Its development was guided by research in whole language theory; integration of content and language within the curriculum; the role of the first language in learning; the value of culture; second language acquisition; neurological organization and brain hemisphere functions; effective reading and writing instruction; classroom environment; heterogeneous instructional grouping; and language functional environment. The teacher training is accomplished with a team of two instructors who model peer coaching. Instruction includes several days of training in theory and research, observation of demonstration lessons each day for one week, a week of classroom practice, feedback and coaching, and the opportunity for further instruction to become a trainer. Appended materials include newsletter and newspaper articles about the program, a project description and supporting documents, and idea outlines for instructional units on endangered animals and early California history. (MSE)

ED 340 220 FL 019 936

Gebhard, Jerry G., Comp.; And Others
Authentic Listening: Four Annotated Bibliographies (within an ESL Media and Materials Fair Context).
PUB DATE- 91
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Annotated Bibliographies; *English (Second Language); Exhibits; Foreign Countries; Higher Education; Instructional Materials; *Listening Comprehension; Listening Skills; Music Activities; *Radio; *Second Language Learning; *Songs; *Television
IDENTIFIERS- *Authentic Materials; Singapore Broadcasting Corporation

Four annotated bibliographies on authentic listening in English-as-a-Second-Language instruction are presented.The bibliographies were compiled by graduate students taking the a triple enumeration; (3) "precisons d'abord que/ajoutons a cela que, en principe/en realite" to indicate contradistinction; (4) temporal devices such as "autrefois/aujourd'hui, pour certains/pour d'autres"; (5) "tout d'abord, quant au, cependant" for listing points of information; and (6) "pour ce qui est du/tandis que" for separation of information into discrete units or for contrast. Analysis of these devices is informative for second language students. A variety of exercises can be used for identifying, classifying, and practicing the devices. (MSE)

ED 340 240 FL 019 963

Thorogood, John
Recording Progress. Pathfinder 1.
PUB DATE- 90
NOTE- 35p.; Figures will not reproduce well due to extremely small type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; Foreign Countries; *Recordkeeping; Second Language Instruction; *Second Language Learning; *Student Evaluation; *Student Records
IDENTIFIERS- United Kingdom

A method for keeping records of British student language learning progress is described and illustrated. Introductory sections highlight the following: (1) the influence of recent trends in syllabus design on recording; (2) the influence of recent trends in assessment on recording; (3) the role of the consumer in the recording of programs in modern languages; and (4) implications of the current climate for recording pupils' progress. Subsequent sections address four specific issues: integration of planning and recordkeeping; the recording of communicative competence; reporting pupils' progress to others; and areas with potential for teacher innovation. These discussions are illustrated with forms and charts used in the recordkeeping method in question. They include a form for assessment by both the teacher and the student himself, skill level descriptions, pages from a teacher's record book, a progress report, and several alternative styles for creating student profiles and records. (MSE)

ED 340 241 FL 019 964

Swarbrick, Ann
Reading for Pleasure in a Foreign Language. Pathfinder 2.
PUB DATE- 90
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Diaries; Elementary Secondary Education; Foreign Countries; *Foreign Language Books; Library Instruction; *Media Selection; Program Descriptions; *Reading Materials; *Recordkeeping; *Recreational Reading; Second Language Instruction; Second Language Learning
IDENTIFIERS- United Kingdom

This practical guide is intended to help teachers encourage recreational reading in a second language. The guide is based on the experience of one British school. The guide's first process at the individual and local levels. Literacy workers in local communities must reconcile national visions and objectives with local needs. They must ensure that intervention on behalf of literacy at higher levels (regional or national) reflects the reality of literacy development as a social process. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 340 262 FL 800 430

Walling, Joyce
Fresno County Library Rural Literacy Outreach Program. Final Performance Report, 1988-1989.
PUB DATE- 90
NOTE- 26p.; Best copy available.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Literacy; Basic Skills; Community Involvement; English (Second Language); *Library Services; *Literacy Education; *Outreach Programs; *Reading Instruction; Records (Forms); *Rural Areas; Volunteers
IDENTIFIERS- *California (Fresno County)

The Library Rural Literacy Outreach Program targeted to ten rural communities in the Fresno County, California, Free Library district is reported. The sites were chosen based on inquiries from volunteers in those communities and support for the program by the branch library staff. Goals of the program were to provide literacy services to adult learners needing basic skills or English as a Second Language skills and to solicit community commitment to participate in the program. Among the outcomes of the program are the following: (1) existing literacy tutorials were supported through inservice programs; (2) literacy materials were purchased to expand and enrich existing collections; (3) 40 volunteers were recruited from the ten targeted areas; (4) tutor-training workshops were provided; (5) adult learners needing literacy services were recruited; (6) trained tutors were matched with adult learners in the rural communities; and (7) the progress of tutorials was monitored through written reports from tutors. Program difficulties were the result of low attendance in spite of high interest, limited shelf space for new library acquisitions, and the reluctance of some tutors to be matched immediately with an adult learner. Attachments to this report include a press release on the program, a newspaper recruitment article, tutor reports, and a sample list of learner goals. (LB)

ED 340 263 FL 800 431

Spanish Skills Placement Test (SSPT).
PUB DATE- 91
NOTE- 20p.
LANGUAGE- English; Spanish
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Students; English (Second Language); Language Tests; Limited English Speaking; *Literacy Education; *Spanish; *Student Placement; Test Construction; Test Content; *Test Items
IDENTIFIERS- Illinois (Chicago)

The Spanish Skills Placement Test (SSPT) is the product of a need for a Spanish literacy placement instrument for use with literacy, adult basic education, and pre-General Educational Development program students. The need for the test was integrate a unit on telecommunications into an Administrative Support Occupations I & II course. Contents include a list of materials needed to teach the unit, a list of competency goals and objectives, and some materials necessary for the two parts of this module: access to a news retrieval service and telecommunications using DIALOG Information Retrieval Service. Each part consists of a list of activities and recommended time. The activities suggest teaching aids and materials and teacher and student activities. Addresses and telephone numbers of sources are appended. (YLB)

ED 339 804 CE 052 431

International Conference on Recent Research and Development in Vocational Education (Adelaide, South Australia, Australia, March 12-19, 1989). Conference Papers. Volume 1.
PUB DATE- Mar 89
NOTE- 192p.; For volume 2, see CE 052 432; for additional papers, see CE 052 433.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Proceedings (021)
DESCRIPTORS- Apprenticeships; Cognitive Processes; Competency Based Education; Followup Studies; Foreign Countries; Information Services; Inservice Teacher Education; Item Banks; Postsecondary Education; *Research and Development; Secondary Education; Teacher Motivation; *Technical Education; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Australia; China; Malaysia; Scotland; *TAFE (Australia)

The conference recorded in this document covered a wide variety of themes and consisted of keynote addresses, research presentations, and workshops. The following keynote addresses are included: "Technician Training: A New Zealand Perspective" (Wood); and "The Provision of Information Services in Vocational Education: The Present and the Future" (Lee). The following research presentations are included: "Responding to Diversity: Learning Styles in Vocational Education" (Andrews); "The Future for Vocational and Technical Education" (Strong); "Alternative Approaches to Vocational Education--The Malaysian Experience" (Saleh); "Recent Initiatives in Staff Development in Vocational Education in Scotland" (Niven); and "Vocational Education: An International Perspective" (Hickey). The following workshop presentations are included: "Teaching Learning Skills as a Foundation for Technical Training" (Nelson); "Approaches to Instructional Strategies for an Information-Based Society" (Ross); "Socialization and Cognitive Process in the Appropriation of Technical-Scientific Knowledge and Practical Abilities in Vocational High School" (Hardy); "An Experimental Study of Incorporating Creative and Inventive Concepts into Vocational High School Curricula" (Wu); "Teaching and Learning in TAFE: Does TAFE Sell Its Students Short?" (Gove); "Vocational Qualification and Access to Higher Education" (Smithers); "Competency Tests: Their Role in Selection of Apprentice and Trainee Technical Officers in Australia" (Holdgate); "Development and Analysis of a Criterion-Referenced Test Item Bank" (Hinton); "Follow-up Studies of Vocational and Technical Education Graduates Using State Databases" (Strong); "Analysis of a Programme of Electromechanics of Automated Systems in Terms of Underlying Physical Concepts and Principles" (Gagnon); "Fast Track Apprenticeships and Multi-Skilling: Can We Have the Best of questions are appended to this section. The three other sections of this report include a grassroots advocacy plan for the American Association for Adult and Continuing Education (AAACE), a content outline for AAACE's governmental relations publication, and a content outline for a governmental relations presentation at the 1991 annual AAACE conference. (YLB)

ED 339 822 CE 059 332

Stromquist, Nelly P.
Adult Literacy: Views from the Ivory Tower and the Grass Roots.
PUB DATE- Mar 91
NOTE- 31p.; Paper presented at the Annual Meeting of the Comparative International Education Society (Pittsburgh, PA, March 14-17, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Educators; *Adult Literacy; Cognitive Psychology; Females; *Illiteracy; *Learning Theories; Program Effectiveness; *Research and Development; Researchers; Sex; Socioeconomic Influences; *Theory Practice Relationship

Data from recent international conferences and existing studies show that adult literacy research questions pursued by academicians and those pursued by practitioners are markedly different. Research concerns expressed by these two groups, in both developed and developing countries, are based on different assumptions regarding the nature, distribution, uses, and potential of literacy. The academicians' emphasis on the complexity of literacy as a representational act and their skepticism about its imputed benefits contrasts with the practitioners' belief in the power of literacy to foster both individual and collective sociopolitical transformation. The assumptions have led to research concerns that show minimal overlapping; consequently, the two groups continue to act independently, with minimal support. It might be possible for the two approaches to be complementary. The academicians' emphasis on literacy as a complex act of cognition could illuminate the understanding of learners in literacy programs and influence teachers and program success. Theories of human learning and cognition could make contributions to practice. In addition, although women constitute 63 percent of the world's illiterate people, neither academicians nor practitioners give gender issues the attention they warrant. (27 references) (NLA)

ED 339 823 CE 059 477

Henchey, Norman
Focus and Role of Adult Education in the Year 2000.
PUB DATE- 16 Oct 91
NOTE- 12p.; Summary of an address to the Annual Meeting of the American Association for Adult and Continuing Education (Montreal, Quebec, October 16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Developed Nations; Educational Practices; *Educational Trends; Foreign Countries; *Futures (of Society); *Lifelong Learning; Public Policy; *Role of Education; Technological Advancement; Trend Analysis
IDENTIFIERS- Canada

Adult education in the year 2000 will be shaped by two kinds of

ED 339 841 CE 059 761

Study Service in Adult Education: Analysis of an Experience. New Papers on Higher Education. Studies and Research 2.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 90
NOTE- 174p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Adult Educators; Adult Literacy; College Students; *Community Development; Community Education; Community Services; Delivery Systems; Extension Education; Foreign Countries; Illiteracy; *Literacy Education; *Outreach Programs; Preservice Teacher Education; School Community Programs; *School Involvement; *Student Participation; Student Teachers; Universities
IDENTIFIERS- *Argentina

A university social service (USS) experiment in literacy training and adult education was carried out during the 1986 academic year at the National University of Lujan, Argentina. A literacy and post-literacy training program was devised for a district on the outskirts of Lujan, in which students in the second year of the education science course carried out the teaching function. The project included two interdependent subprograms: the education and community organization service and the student training service. It was based on three concepts: university social service, people's education, and student training. During the planning stage, information was collected from which to define the target population, characteristics of the educational project, and role of university students. Service was provided through an "endogenous," peripatetic model, starting with the individual family and gradually extending to shared neighborhood responsibilities until organized bodies could be set up. Nineteen adults participated as a result of a door-to-door campaign. A literacy workbook was made up of 16 graded lessons and 4 reading texts. A program for 20 students/trainers included accompaniment during field work, consultation with university teachers, and a teaching workshop. Evaluation was ongoing and included questionnaires and interviews. The project changed the attitudes of students and the target population. (43 references) (YLB)

ED 339 842 CE 059 763

Upper-Secondary Agricultural Course. A Suggested Three-Year Teacher's Guide. InfoTVE 13.
PUB DATE- 90
NOTE- 60p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Agricultural Engineering; *Agronomy; *Animal Husbandry; Behavioral Objectives; Chemistry; Course Descriptions; English (Second Language); *Farm Management; Foreign Countries; *Horticulture; Insecticides; Learning Activities; Learning Modules; Mathematics Instruction; Pesticides; Plant Growth; Rural Areas; Rural Schools; Secondary Education; Second Language Instruction; Teaching Guides

This teacher's guide provides syllabi for a 3-year program for

PUB DATE- 91
NOTE- 50p.; For related documents, see CE 059 793-796.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Programs; Community Colleges; *Computer Assisted Manufacturing; Computer Science; Computer Software; *Educational Needs; Electronic Control; Industrial Education; *Industrial Training; *Job Skills; Job Training; Manufacturing Industry; Mathematics Skills; *Needs Assessment; Numerical Control; Resource Centers; *Retraining; Technical Education; Technological Advancement; Two Year Colleges
IDENTIFIERS- Northampton County Area Community College PA; Programable Logic Control

This document contains needs assessments used by Northampton Community College to develop training courses for a business-industry technology resource center for firms in eastern Pennsylvania. The following needs assessments are included: (1) individual skills survey for workers at Keystone Cement Company; (2) Keystone group skills survey; (3) management interview for Keystone; (4) Keystone technical staff interview; (5) Keystone maintenance/production supervisors interview; (6) Keystone maintenance workers interview; (7) individual worker skills and needs survey developed for Tarkett, Inc.; and (8) mathematics skills assessment for machine tool operators at Dent Manufacturing. (KC)

ED 339 860 CE 059 795

Insolia, Gerard; Anderson, Kathleen
Programmable Logic Controllers.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 91
NOTE- 222p.; For related documents, see CE 059 793-796.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- College Programs; Community Colleges; Computer Assisted Manufacturing; *Computer Software; *Course Content; Industrial Education; *Industrial Training; Job Training; Learning Modules; *Programing; Resource Centers; Retraining; Technical Education; *Technological Advancement; Two Year Colleges; Units of Study
IDENTIFIERS- Northampton County Area Community College PA; *Programable Logic Control

This document contains a 40-hour course in programmable logic controllers (PLC), developed for a business-industry technology resource center for firms in eastern Pennsylvania by Northampton Community College. The 10 units of the course cover the following: (1) introduction to programmable logic controllers; (2) DOS primer; (3) prerequisite mathematical understanding; (4) basic principles of operation; (5) discrete input/output systems; (6) basics of PLC programming; (7) implementing and programming the PLC; (8) guidelines for installation, start-up, and maintenance; (9) PLC system selection guidelines; and (10) course review. Units include information sheets, transparency masters, and (in some cases) pretests and exercises. (KC)

ED 339 861 CE 059 796

Insolia, Gerard

costs, budget rationale, evaluation, facilities, abstract, appendixes, project completion, dissemination, documents needed, and project title. Chapter 3 offers suggestions on the post-application period. It discusses what to do if the project is rejected, renegotiated, or funded. Appendixes, amounting to approximately one-half of the guide, contain the following: titles of previously funded grant proposals; three domains of behavioral objectives; a verb list for stating objectives; sample tables for a plan of operation, vitae, and organizational charts; and 11 forms. (YLB)

ED 339 878 CE 059 825

Florida's Adult Education Programs. Challenges and Accomplishments.
PUB DATE- Jan 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- *Adult Education; *Adult Literacy; Citizenship Education; Correctional Education; Demonstration Programs; Disabilities; Employment; English (Second Language); High Risk Students; High School Equivalency Programs; High School Graduates; Homeless People; Institutionalized Persons; Job Training; Limited English Speaking; *Literacy Education; Minority Groups; State Agencies; State Legislation; *State Programs; *Statewide Planning; Teacher Education
IDENTIFIERS- *Florida; Workplace Literacy

Florida supported a wide range of educational activities for adults through an extensive network of public and private agencies during fiscal year 1989-90. In 1990, 419,429 adults participated in adult education programs. Adult educational programs assisted adults in completing requirements for U.S. citizenship and getting off welfare. A total of 9,966 adults obtained employment; 5,424 improved their employment. Just over 60 percent of the adult students served were minorities. Over 3,000 adults earned high school diplomas by completing coursework in adult high school classes; 32,722 adults earned a State of Florida High School Diploma (GED). Adult education programs provided a means for retrieving high school dropouts and engaging them in formal studies. The programs also provided alternative settings, a means of promoting family literacy, and direct services to teen parents. A total of 112,850 limited English proficient, 19,530 handicapped, 49,763 incarcerated, 10,759 institutionalized, and 1,947 homeless adults participated in adult education programs. The model noninstructional adult literacy centers established 39 formal agreements with local adult education programs and employers for delivery of workplace literacy programs. Twenty-two special experimental demonstration and teacher training projects were funded. Volunteer organizations were assisted in providing adult education services. Six state agencies developed and implemented plans to reduce adult illiteracy. (YLB)

ED 339 879 CE 059 826

Pierce, Beth Ann, Comp.
Nontraditional Options Workshop. Participants Workbook.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- 90
NOTE- 102p.

are examples of Iowa's vocational education in agriculture programs, which are intended to help students apply communications, situational analysis, and problem-solving skills to agricultural work settings. Each unit contains the following information: course name; unit name; unit objectives; introduction/situation; unit sequence--problem area(s), lesson title, and lesson objectives; and unit evaluation. Section I contains six units: home landscape maintenance; house plant propagating and care; turf management; windbreaks; fruit and vegetable crops; and potted mum production. Four units in section II cover these topics: agriculture processing--meats; biological farming; daily personal skills; and farm law. Section III includes six units: tomato production; strawberry production; sweet corn production; lawn care; pasture management; and corn production. Topics in section IV are as follows: chain saw safety; arc welding; farm wells; water quality; plumbing; and liquid petroleum gas. Section V contains eight units: hunting and hunter safety; predator control and trapping; game bird production; beekeeping/honey production; small animal pets; animal rights in veal production; dairy production; and beef production. (NLA)

ED 339 896 CE 059 855

Health Manager.
SPONS. AGENCY- Iowa State Dept. of Education, Des Moines. Bureau of Career Education.
PUB DATE- May 88
NOTE- 105p.; Typed on colored paper.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Administrator Education; *Allied Health Occupations; Allied Health Occupations Education; Behavioral Objectives; Communication Skills; Conflict Resolution; *Course Content; Curriculum Guides; Health Facilities; Higher Education; Learning Activities; *Managerial Occupations; Personnel Evaluation; Problem Solving; *Teaching Methods; Test Items; Transparencies; Units of Study
IDENTIFIERS- Iowa

This document contains materials for a college course in health management developed for the State of Iowa. The course syllabus lists the course title, hours, number, description, prerequisites, learning activities, instructional units, required text, 13 references, evaluation criteria, course objectives, and course competencies. It is followed by eight instructional units that cover these topics: the health care management process, management skills and styles, theories of human behavior, problem solving, communication skills, conflict resolution, team-building skills, and employee performance evaluation. Units contain the following: (1) information on prerequisites, required and recommended references, learning activities, and objectives; (2) topic outline; (3) evaluation criteria; (4) an instructor guide that lists references, suggests lecture notes, specifies equipment needed, and provides transparency masters and handouts; (5) a student study guide; and (6) evaluation questions. (KC)

ED 339 897 CE 059 857

Advanced Cardiac Life Support.
SPONS. AGENCY- Iowa State Dept. of Education, Des Moines. Bureau of Career Education.

enable colleges to profile their current ability to provide flexible access to learning for individuals. Topics include marketing and outreach, threshold services, flexible access to learning, flexible access to assessment and accreditation, supporting learning, and infrastructure. Section 2 describes key factors, barriers to progress, and transitional issues currently faced by colleges when attempting to widen access to learning and accreditation. They are grouped under three major headings--strategic management, curriculum management, and operational management--and illustrated by extensive case studies of current practice. Section 3 provides a summary of significant inhibitors to progress, with recommendations for action at a local or national level. (YLB)

ED 339 915 CE 059 881

Flexible Colleges: Access to Learning and Qualifications in Further Education. Part 2. A Planning Handbook.
PUB DATE- 91
NOTE- 86p.; For a related document, see CE 059 880.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Education; Ancillary School Services; College Admission; Distance Education; Educational Administration; *Educational Innovation; Educational Planning; Flexible Progression; Flexible Scheduling; Foreign Countries; Marketing; *Nontraditional Education; Nontraditional Students; Postsecondary Education; Relevance (Education); *Technical Institutes; Vocational Education
IDENTIFIERS- *Learner Centered Instruction; *United Kingdom

This handbook is designed to help further education colleges in Great Britain plan for those changes that will make them more flexible and learner centered. Section 1 describes the process according to which content is organized. The Current Profile Checklist in Section 2 can be used to obtain a profile of the college's flexibility and learner centeredness. This is intended to give a snapshot of the college's present orientation. Section 3 consists of the Flexibility Audit and the Action Plan. They provide for an indepth consideration of existing programs to identify where change is required and allow the college to plan for the changes to take place and to make explicit the indicators with which to judge whether the desired effect has been obtained. Section 4 contains a blank Audit and Action Plan form; a Coordinating Developments form, which is designed to help colleges make those connections where action in one section is dependent upon action in another; a completed Coordinating Developments sheet; and an Operational Action Planning Sheet to allow the college to continue in more detail from the Audit and Action Plan sheets. A list of 51 related publications is provided. (YLB)

ED 339 916 CE 059 882

Adult Compacts.
PUB DATE- Oct 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Contracts; *Cooperation;

The Authoritarian Personality and Marriage: An Integration of Psychoanalytic Theory and Empirical Research.
PUB DATE- Nov 91
NOTE- 105p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - General (140)
DESCRIPTORS- *Authoritarianism; Counseling; Counseling Theories; Marital Instability; *Marriage; Marriage Counseling

Extensive interest in the authoritarian personality syndrome was piqued by the experience of World War II Nazi domination, and a proliferation of scientific inquiry ensued thereafter. Following an introduction providing a psychoanalytic perspective, this paper attempts to integrate the findings of original thinkers in this area with relevant empirical research of the last two decades. After discussion of possible etiological factors related to the authoritarian's family of origin and environment, attention is turned to the integration of research which has a bearing on the authoritarian personality and marriage. First, the authoritarian's paranoid/schizoid dynamics are discussed in terms of his or her basic manner of relating, then the authoritarian's power orientation to marital relations is discussed, and finally the cycle of privation which keeps the authoritarian mired in unsatisfying relationships is elucidated. The authoritarian's need to cope with unmet dependency needs and shame and how the authoritarian compensates by triumphantly placing emphasis on materialistic things in life are both discussed. It is also shown how the authoritarian defensively constricts awareness of the affective and sensual domains while perpetuating the privative cycle of shame and guilt. A brief section discussed the implications of treatment for the authoritarian personality and the marital dyad. It is concluded that the best approach to treatment would probably be a form of family or marital therapy which would utilize interpretive insight. (LLL)

ED 339 934 CG 023 835

Gerber, Sterling
Responsive Therapy and Personal Commitment: Integrative Models.
PUB DATE- Nov 91
NOTE- 14p.; Paper presented at the Annual Conference of the Western Association for Counselor Education and Supervision (San Diego, CA, November 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Client Characteristics (Human Services); *Counseling Techniques; *Counseling Theories; *Counselor Characteristics; Counselor Role; Models
IDENTIFIERS- Commitment; *Responsive Therapy

A simple triadic model suggests that problems or circumstances come in three varieties: cognitive, affective, and behavioral. Likewise, client style might be categorized by the same three labels. If the therapist can correctly identify the client's circumstance and style, then the approach can be chosen that seems most likely to produce the most efficient and effective solution. Responsive Therapy asserts two phases to therapy. The first, lasting up to three sessions, consists of employing what is referred to as universal therapy skills or Sequential Initiating, Tracking, and Enhancing skills. Once the circumstance and style are known, a soft contract is activities; (7) support services; (8) monitoring and evaluation; (9) establishing a schedule and budget; and (10) reassessment. The planning team should bring in skilled staff from other institutions as needed to deal with specific aspects of the proposed plan. (LLL)

ED 339 952 CG 023 853

Guidelines for Counselling about HIV Infection and Disease. WHO AIDS Series 8.
PUB DATE- 90
NOTE- 59p.; For a related document, see CG 023 852.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Counseling; Counseling Services; Counseling Techniques; Elementary Secondary Education; Foreign Countries; Models

The present guidelines have been prepared to provide counselors, health care workers, and others with a model for use in counseling people affected directly or indirectly by Human Immunodeficiency Virus (HIV) infection and Acquired Immune Deficiency Syndrome (AIDS). The guidelines describe the nature, role, and principles of counseling, the psychosocial repercussions of HIV infection and associated disease, and special situations in which counseling is indicated. Whatever the overall HIV/AIDS prevention and control strategy, counseling should be a major integral part. The specific counseling activities will depend on the individuals and groups to be addressed, the content to be emphasized, and the manner in which counseling is to be provided. The booklet's introduction describes the three AIDS-related epidemics. Clinical manifestations, transmission, global epidemiological patterns, and prevention control activities are discussed. The target audiences for HIV/AIDS counseling, where the counseling can be provided, and by whom and why are discussed. The main functions of counseling: prevention, and psychosocial support are then presented. Requirements of counseling, including essential features of counseling, and counseling activities are examined. The components of counseling before and after HIV testing or screening are differentiated and the needs of significant others are defined. Special issues such as pregnancy, infants with suspected HIV infection, breast-feeding, children in school, HIV-infected children with hemophilia, and the workplace are also discussed. (LLL)

ED 339 953 CG 023 854

Peaslee, Marilynn K.
The Importance of Roles and Functions of Elementary School Counselors as Perceived by Administrators, Counselors, Teachers, and Parents.
PUB DATE- 23 Jul 91
NOTE- 89p.; M.S. Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Attitudes; *Counselor Role; Elementary Education; Parents; Principals; School Counseling; *School Counselors; Teachers

PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Cocaine; *Drug Abuse; *Drug Use; Heroin; Illegal Drug Use; *Incidence; Marijuana; National Surveys; Smoking

This report presents population estimates of drug use prevalence for the civilian non-institutionalized population of the United States. Information is provided on the methodology of the 1991 National Household Survey. Population estimates are presented separately for the total population and for Whites, Hispanics, and Blacks. These data are also presented separately for each of the four Census Bureau regions: Northeast, North Central, South, and West. For each drug there are eight tables which are arranged to facilitate group comparisons. The data for the total population are presented by sex for each of the four age groups (12-17, 18-25, 26-34, and 35). Data in the remaining seven tables for each racial or regional category are presented first by age, then by sex, and finally for the total population in that racial or regional category. The population estimate tables are organized into two sections: prevalence estimates for specific drugs and drug classes and frequency of drug use among past year users. Specific drugs and drug classes examined include: (1) any illicit drug use; (2) marijuana; (3) cocaine; (4) crack; (5) inhalants; (6) hallucinogens; (7) any psychotherapeutics used non-medically; (8) stimulants; (9) sedatives; (10) tranquilizers; (11) analgesics; (12) alcohol; (13) cigarettes; (14) smokeless tobacco; (15) PCP; (16) heroin; (17) anabolic steroids; and (18) needle use. (ABL)

ED 339 972 CG 023 885

Oliver, J. M.; Paull, Julie C.
The Relation between Perceptions of Parental Rearing Style and Family Climate, Personality Characteristics, and Depression in University Students.
PUB DATE- Aug 91
NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; College Students; *Depression (Psychology); *Family Environment; Higher Education; *Parent Child Relationship; Parenting Skills; *Personality Traits; Self Efficacy; Self Esteem; Socialization

A recent analysis of the relationship between perceived parental rearing style (PRS) and depression and anxiety concluded that offspring's perceptions of their relationships with their parents are related to their own depression. Perceptions of socialization in the family of origin have been broadened from perceived PRS to aspects of the family system. This study examined the following hypotheses: (1) perceived PRS is significantly related to depression; (2) perceptions of family environment are significantly related to depression in offspring; (3) perceptions of socialization in the family of origin are significantly related to personality traits which might be antecedents of depression; (4) introversion does not provide the bridge between perceptions of socialization on the one hand and depression and personality characteristics on the other hand; and (5) the state-specificity hypothesis provides an explanation for the relation between perceptions of socialization and personality characteristics. Subjects were 186 university undergraduates. Socialization, construed as PRS,

Yuill, Nicola; Oakhill, Jane
Children's Problems in Text Comprehension: An Experimental Investigation. Cambridge Monographs & Texts in Applied Psycholinguistics.
PUB DATE- 91
NOTE- 241p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Children; Connected Discourse; Decoding (Reading); Elementary Education; Foreign Countries; *Inferences; *Language Skills; *Memory; *Metacognition; *Reading Comprehension; Reading Processes; Reading Research
IDENTIFIERS- England; Text Factors

Noting that although some children read aloud with apparent fluency, they fail to understand fully or remember connected discourse, this book brings together research on children who have a specific comprehension deficit. The book first provides an introduction and overview of adult and child text comprehension, and then describes the research. The book concludes that comprehension problems are not necessarily due to difficulties in decoding words or accessing their meanings. Rather, the book states that poor comprehenders have three main areas of weaknesses: in making inferences from text, in using working memory to integrate information into a coherent model, and in reflecting on their own comprehension. The book relates these findings to educational practice and makes suggestions for comprehension improvement. The book's nine chapters are as follows: (1) The Nature of Poor Comprehension; (2) Background: Reading, Remembering and Understanding; (3) Processing Words and Sentences; (4) Inferences and the Integration of Text; (5) Allocating Resources during Reading; (6) Metacognition and Reading; (7) Using Cohesive Devices in Narrative Discourse; (8) Methods of Improving Poor Comprehension; and (9) Conclusion. Twenty-two notes are included; 261 references are attached. (SR)

ED 339 992 CS 010 761

Project LEAP: The Library's Educational Alternative for Preschoolers.
SPONS. AGENCY- Ohio State Library, Columbus.
PUB DATE- 90
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Books; Childrens Libraries; *Childrens Literature; *Learning Activities; Preschool Education; *Reading Materials; Reading Material Selection; *Recreational Reading
IDENTIFIERS- Emergent Literacy; Ohio (Cuyahoga County); *Project LEAP OH; *Reading Motivation

This collection of materials is part of the Project LEAP (Library's Educational Alternative for Preschoolers) program which, in response to the need for quality literature in child care settings, has created 100 storytime kits, 80 puppet shows, and a model 300-title child care center library. The collection of materials is in 3 parts: (1) a circulation list which lists the 200 concepts for which storytime activity kits have been created; (2) storytime kit contents sheets (listing kit title,

G. Duffy); (8) "Improving Reading Instruction in the Content Areas" (Stephen Simonsen and Harry Singer); (9) "Text Structure, Comprehension, and Recall" (Barbara M. Taylor); (10) "Metacognition and Self-Monitoring Strategies" (Ruth Garner); (11) "Teaching the Disabled or Below-Average Reader" (Jeanne S. Chall and Mary E. Curtis); (12) "Reading and the ESL Student" (Joanne R. Nurss and Ruth A. Hough); and (13) "Teaching Adults to Read" (Thomas G. Sticht and Barbara A. McDonald). (RS)

ED 340 012 CS 010 793

Hoberg, Rosemary; Plante, Donna
Learning about Frogs: An Integrated Curricular Unit.
PUB DATE- Jan 92
NOTE- 17p.; Printed on colored paper; photograph on cover page will copy poorly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - Serials (022)
DESCRIPTORS- Childrens Literature; Class Activities; *Content Area Reading; Grade 2; Integrated Curriculum; Primary Education; *Science Instruction; *Thematic Approach; Units of Study; *Writing Assignments
IDENTIFIERS- *Frogs

This integrated curricular unit on frogs, developed for the second grade, focuses primarily on integrating reading, writing, and science. The unit discusses introducing students to frogs, predicting results in science, learning about classification in science, reading factual science books, extending the topic into literature and the arts, additional writing activities, and learning skills. Ten figures are included; a list of 9 references for teachers, 32 items of children's literature, and 4 stories taken from old reading textbooks are attached. (RS)

ED 340 013 CS 010 794

Israel, Mindy
The Application of the Whole Language Approach to Reading Instruction to Children in Kindergarten.
PUB DATE- 15 Jan 92
NOTE- 120p.; M.S. Thesis, Long Island University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Kindergarten; Literature Reviews; Primary Education; *Reading Instruction; *Reading Research; Teacher Attitudes; Theory Practice Relationship; *Whole Language Approach
IDENTIFIERS- Emergent Literacy; Research Suggestions

The whole language approach to reading instruction has been gaining the support of many educators and teachers, and the aim of this thesis is to show how this movement has gained its momentum. The first chapter of the thesis deals with the history of the whole language movement and provides an overview of the research literature that supports the concepts inherent in whole language approaches. In the review of the literature, the thesis examines in depth Piaget's cognitive developmental theories and Goodman and Smith's psycholinguistic view of reading. The second chapter of the thesis discusses the application of the research in practice as it applies to children in kindergarten. The thesis explains in detail further facility in using the strands of language and process skills; (5) suggestions for relating language arts instruction to essential life skills and other subject areas; and (6) suggestions for using community resources throughout the language arts program. A list of addresses of regional offices of education in Alberta, and a 20-item bibliography are attached. (RS)

ED 340 033 CS 213 111

Juusela, Pauli
Journalistic Codes of Ethics in the CSCE Countries: An Examination. Series B 31/1991.
PUB DATE- 91
NOTE- 101p.; Abridged, updated version of a Master's Thesis, University of Tampere (Finland).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Codes of Ethics; Content Analysis; *Cross Cultural Studies; Foreign Countries; Freedom of Information; *Journalism; Writing for Publication
IDENTIFIERS- *Europe; Journalism Research; Journalistic Objectivity; Truth

A study examined the journalistic codes of ethics from 23 countries involved in the Conference on Security and Cooperation in Europe (CSCE), using descriptive and interpretative content analysis. The contents of the 24 codes from the 23 countries were divided into explicit categories on the basis of a 17-part classification scheme, including: "truth," "acquisition of facts," "professional secrecy," "freedom of information," "professional integrity," "human rights," and "values." Results indicated that: (1) the most important principle in all the codes was represented by truth; (2) the general rule on acquisition and checking of facts was that journalists should use open and honest means to acquire information; (3) confidentiality of sources must be maintained; and (4) freedom of information figures prominently in nearly all of the codes. Findings suggest the development among the CSCE countries of some sort of basic, universal model of journalistic codes where the accent is on truth, freedom of information, and protection of the individual. Studies like this one point to the increasing urgency for research on the "new Europe" and its rapidly changing cultural landscape. (Twenty-one references, a list of the codes of ethics examined, and a list of publications in English and Swedish of the Department of Journalism and Mass Communication of the University of Tampere are attached.) (RS)

ED 340 034 CS 213 112

Danis, M. Francine
Sitting Swimmers and Stuffed Armadillos in Sundresses: Reader-Response and Classroom Creativity.
PUB DATE- Apr 91
NOTE- 13p.; Paper presented at the Annual Meeting of the College English Association (San Antonio, TX, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

inconsistent with current debate practice. All too often, young debaters learn how to structure and deliver arguments from more experienced teammates, or even from debate competition opponents. The clearest example of uncertainty regarding argument structure and burdens is the argument for resolutional rather than example focus. The resolutional focus argument usually is made by the negative team, in the form of a claim that the affirmative has failed to affirm the resolution in general. By using the relatively common topicality argument as a model, negative debaters who choose to advocate resolutional focus may clearly indicate what the affirmative should do, how the affirmative has failed to do so, and why the failure matters. Some judges, coaches, and debaters deride negative teams who advocate resolutional focus arguments. Sometimes such negative arguments are so poorly developed and explained that they amount to complaints about the inability to apply negative arguments to affirmative examples. However, resolutional focus arguments can be well reasoned and well developed explanations of the gap between an affirmative claim and appropriate argumentative requirements. (Forty-five references are attached.) (SG)

ED 340 053 CS 507 639

Studdert-Kennedy, Michael, Ed.
Status Report on Speech Research, January-June 1991.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.; National Inst. of Health (DHHS), Bethesda, MD. Biomedical Research Support Grant Program.; National Inst. on Deafness and Other Communications Disorders, Bethesda, MD.; National Science Foundation, Washington, D.C.
PUB DATE- Jul 91
NOTE- 290p.; For previous report (July-December 1990), see ED 331 100.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - General (020)
DESCRIPTORS- Beginning Reading; Communication Research; *Comprehension; Elementary Secondary Education; Higher Education; *Language Processing; *Memory; Music Techniques; *Phonology; *Reading Difficulties; *Speech Communication; Stuttering
IDENTIFIERS- Speech Research

One of a series of semiannual reports, this publication contains 18 articles which report the status and progress of studies on the nature of speech, instrumentation for its investigation, and practical applications. Articles and their authors are as follows: "Phonology and Beginning Reading Revisited (Isabelle Y. Liberman); "The Role of Working Memory in Reading Disability" (Susan Brady); "Working Memory and Comprehension of Spoken Sentences: Investigations of Children with Reading Disorder" (Stephen Crain and others); "Explaining Failures in Spoken Language Comprehension by Children with Reading Disability" (Stephen Crain and Donald Shankweiler); "How Early Phonological Development Might Set the Stage for Phoneme Awareness" (Anne E. Fowler); "Modularity and the Effects of Experience" (Alvin M. Liberman and Ignatius G. Mattingly); "Modularity and Disassociations in Memory Systems" (Robert G. Crowder); "Representation and Reality: Physical Systems and Phonological Structure" (Catherine P. Browman and Louis Goldstein); "Young Infants' Perception of Liquid Coarticulatory Influences on Following Stop Consonants" (Carol A. Fowler and access will typically depend upon the educator's making the first moves, e.g., locating the specific medium, identifying reporters interested in health, having a project to suggest; and (2) that in order to become knowledgeable, the educator should make a careful study of media practices and preferences. In regard to cooperative consultation, certain basic principles must be observed, such as: no pressure is exerted by the health consultants; the relationship is collegial, not adversarial; controversy and ideology are avoided. In today's culture emphasizing healthy lifestyles, the cooperative consultation relationship is possible when three conditions are met: (1) the educator has a genuine interest in the media; (2) the media representative has a stake in the health issue; and (3) mutural respect and commitment are present. Finally, the media like health materials as story subjects, and the field of public health has a lot of material to offer. (Thirty-six references are attached.) (RS)

ED 340 073 CS 507 681

Mills, Daniel; Pettus, Ann Burnett
Competitors' Perceptions of Questions in Individual Events Rounds.
PUB DATE- 91
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31- November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Debate; *Debate Format; Educational Research; Higher Education; *Judges; *Student Attitudes; Undergraduate Students
IDENTIFIERS- Debate Tournaments; *Individual Events (Forensics); *Questions

A study investigated student competitors' opinions of the practice of judges asking questions of competitors at the conclusion of speeches in the individual events competiton at forensic tournaments. Surveys were completed by 52 final round student competitors at a large midwestern university individual events invitational tournament. Results showed that students: (1) liked the process of questioning by the judge in final rounds; (2) believed questions were inappropriate during preliminary rounds; and (3) supported the idea of questioning periods at both invitational meets and national tournaments. Results further indicated students' views of the advantages and disadvantages of such questions. Advantages included demonstrating the competitor's knowledge, dedication, and preparation; allowing for clarification of material; and improving speaking skills. Disadvantages included anxiety and stress, and problems with the appropriateness and fairness of questions asked. (Three tables of data are included.) (SR)

ED 340 074 CS 507 682

Albert, Lawrence S.
Forensics as Scholarly Activity from the Administrative Perspective.
PUB DATE- Nov 91
NOTE- 9p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31- November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

In-person and telephone interviews supplemented building inspections. The evaluation comprised six separate research areas: school building inspections; management plans; response actions; original AHERA inspection evaluation; notification; and maintenance and custodial worker training. Original AHERA inspectors had correctly estimated the quantity of each asbestos-containing material in 60 percent of the buildings. A glossary and numerous graphs are included. (MLH)

ED 340 094 EA 023 369

Handler, Janet R.; Carlson, Deborah L.
Shaping Tennessee's Master Teacher Program--1983. Part 1: Improving Teacher Quality through Incentives Project.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Secretary.
PUB DATE- 84
NOTE- 267p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Ladders; Elementary Secondary Education; *Incentives; *Master Plans; News Media; Politics of Education; *Program Development; Public Relations; *Teacher Improvement
IDENTIFIERS- *Tennessee

The development of Tennessee's Master Teacher Program is described in this case study, the first in a series of project reports. Data were derived from interviews, document analysis, transcriptions and analyses of meetings, informal conversations, questionnaires, and monitoring of legislative sessions and committee hearings. Following an introduction, the state's 1983 Master Teacher Plan and Career Ladder Program are described. Chapter 3 describes the inception and presentation of the plan. Chapters 4 and 5 examine early responses to the plan and public and legislative reactions after deferral. Key groups in program formation are identified in the sixth chapter, and the seventh chapter offers an analysis of news coverage that may have fostered public misconceptions. The final chapter discusses the program's status and issues at the end of 1983. Two tables are included. Appendices include: information about the Senate Joint Resolution 96 Study Committee and actions of the governor's office; an annotated resource directory; information on the Teachers' Study Council; the newspaper sample; the Comprehensive Education Reform Act of 1984; and a list of 29 merit pay references. (LMI)

ED 340 095 EA 023 389

Reimers, Fernando M.
Is Jomtien Irrelevant to Latin America? Adjusting Education While Adjusting the Economy. Development Discussion Paper No. 388-ES.
PUB DATE- Aug 91
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Educational Assessment; Educational Economics; Educational Improvement; *Educational Needs; *Educational Quality; Elementary Secondary Education; *Latin Americans; *Policy Formation; School Restructuring
IDENTIFIERS- *Latin America

This paper challenges the commonly held view that Latin America has solved its access problems to primary education. The

Torts; *Yearbooks
IDENTIFIERS- Supreme Court

Judicial decisions affecting educational policy and management that were handed down in 1990 by state appellate courts and federal courts are summarized and analyzed in this book. The analyses, each written by one or more experts in education law, are divided into eight topical chapters: (1) employees; (2) bargaining; (3) pupils; (4) handicapped; (5) torts; (6) sports; (7) finance; and (8) higher education. The book includes a 12-page alphabetical index of cases cited in the text as well as a 5-page subject index. (MLF)

ED 340 117 EA 023 550

Mawdsley, Ralph D.
Employees.
PUB DATE- 91
NOTE- 36p.; In: Thomas, Stephen B., Ed. The Yearbook of Education Law, 1991, p1-35. (See EA 023 549).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Certification; Civil Liberties; Contracts; *Court Litigation; Dismissal (Personnel); Due Process; Elementary Secondary Education; *Employer Employee Relationship; *Equal Opportunities (Jobs); Legal Responsibility; *Public Schools; Reduction in Force; *School Law; *School Personnel; Teacher Rights; Tenure

This chapter covers over 200 cases reported in 1990 involving precollegiate, public-sector employees. Those cases where procedural issues are involved are omitted, and procedural issues in the remaining cases are deemphasized. Unlike many years in the past, 1990 saw no Supreme Court cases related to school employment. As in previous years, the section on dismissal, nonrenewal, demotion, and discipline contains the largest group of cases, with many revolving around the issue of board compliance with district and state policies. Legal issues covered by the review are organized in the following sections: (1) discrimination in employment by race, religion, sex, age, national origin, or handicap; (2) substantive constitutional rights including freedom of speech and association, along with issues of privacy and substantive due process; (3) procedural due process; (4) issues of dismissal, nonrenewal, demotion, and discipline (for insubordination, unprofessional conduct, unfitness, immorality, or incompetence); (5) reduction in force and involuntary leaves of absence; (6) contractual disputes; (7) tenure; and (8) certification, decertification, revocation, and suspension. (MLF)

ED 340 118 EA 023 551

Russo, Charles J.
Bargaining.
PUB DATE- 91
NOTE- 30p.; In: Thomas, Stephen B., Ed. The Yearbook of Education Law, 1991, p36-64. (See EA 023 549).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Arbitration; *Collective Bargaining; Compliance (Legal); *Court Litigation; Elementary Secondary Education; *Employer Employee Relationship; Grievance Procedures; Labor

Behavior; Urban Schools
IDENTIFIERS- *Communication Patterns; *Informal Communications

The ways that high school staff value, use, and share information about student background, performance, and behavior are an essential component of school improvement, especially in decisions involving the placement, instruction, and progress of disadvantaged students. Using survey data from seven high schools, the study summarized in this report examined three key aspects of information. Specifically, the study assessed the degree to which school staff deem information on students to be important, receive information about students, and share information about students with other staff. Findings show that school-to-school differences in the importance attached to information is small, but that differences among individuals in different positions in each school are more striking. Most information on student academic performance and behavior residing in these high schools is not exchanged among staff, and social service providers are more likely to receive several types of information than other school staff. Time to communicate with colleagues is positively related to both receiving and sharing information. Because of time limitations in schools, substantial progress in improving the production and exchange of information on students and their needs may be impeded. Included are 2 figures, 3 tables, and 16 references. (Author/MLH)

ED 340 140 EA 023 598

Menacker, Julius; And Others
School Safety and the Law. Report on Proceedings of the School Safety and the Law Conference (Westlake Village, California, May 2-3, 1991).
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- May 91
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Discipline; *Discipline Policy; Elementary Secondary Education; Legal Problems; *Legal Responsibility; *Policy Formation; *School Law; *School Safety
IDENTIFIERS- *Chicago Public Schools IL

Findings from a U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention-sponsored project, Using the Law to Improve School Order and Safety, are reviewed in this conference report. The conference agenda included presentation of the purpose, activities, and results of the project; reactions from a participating principal; and small-group discussion sessions. Findings supported the hypothesis that a feeling of ownership of order and safety policy was both important and absent in the experimental schools. Other findings indicated an inadequate knowledge of discipline and safety law; counterproductive views of the role of law; ineffective discipline administration; and the importance of the principal, parental, and community roles. Recommendations are made in the following areas: federal and state policy; parental roles; the school/community partnership; directions for research; dissemination strategies; and teacher training. A model school safety and order program is outlined. (21 endnotes) (LMI)

ED 340 141 EA 023 601

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- At Risk Persons; *Child Development; Delivery Systems; *Disabilities; *Early Intervention; Educational Practices; Human Services; Infants; *Policy Formation; Preschool Education; Program Effectiveness; Student Characteristics

This paper presents information to assist in the planning and development of policy related to the education of very young children with disabilities. The paper first considers research-supported reasons for providing early childhood intervention services based on effectiveness data from many sources. Subsequent sections examine: (1) characteristics of the children needing services, with attention to children identified at birth, children at "biological risk" due to their prenatal status, and children at "environmental risk" due to their family or home circumstances; (2) types of developmental problems frequently encountered and the various terms used to label these problems; (3) types of services and delivery systems; and (4) implications for policy makers and practitioners, including accepted "best practices." An appendix lists seven organizational resources for information on early childhood policies and programs. (20 references) (DB)

ED 340 161 EC 300 811

Salisbury, Christine L.
The Least Restrictive Environment: Understanding the Options. Policy and Practice in Early Childhood Special Education Series.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 90
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compliance (Legal); Delivery Systems; *Disabilities; Educational Legislation; Federal Legislation; Individualized Instruction; Legal Responsibility; *Mainstreaming; *Policy Formation; Preschool Education; *Social Integration; *Student Placement
IDENTIFIERS- Education for All Handicapped Children Act; Education of the Handicapped Act Amendments 1986

This paper examines policy options in implementing least restrictive environment (LRE) requirements of federal legislation (Public Laws 99-457 and 94-142), and offers recommendations regarding the array of placement options that should be available in relation to preschool children with handicaps. First, the legal interpretation of LRE is analyzed and distinctions drawn among the concepts of LRE, mainstreaming, and physical or social integration. The ethical, legal, and empirical bases for individualized implementation of LRE at the preschool level are emphasized. In considering the design of integrated preschools, recent critiques appear to reflect consensus around four essential points: (1) conceptualizing LRE along a continuum of most to least restrictive is problematic; (2) integrated teaching and learning must occur throughout the curriculum and school day; (3) the segregation of preschool age students with disabilities should be viewed as maximally restrictive and avoided whenever possible; and (4) the intensity of individualized services is

Hooser, Jack Van; Rice, B. Douglas
Disability Management in the Workplace: Report from the Study Group. Institute on Rehabilitation Issues (16th, Savannah, Georgia, October 1989).
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Oct 89
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; Agency Cooperation; Business; Delivery Systems; Demonstration Programs; *Disabilities; *Employer Employee Relationship; Industry; Public Agencies; *Rehabilitation; *Vocational Rehabilitation
IDENTIFIERS- *Disability Management

This guide is intended to aid rehabilitation agencies to plan, develop, and implement disability management programs. The study group which developed the guide looked at the impact of such programs on employers as well as on employees who become disabled. Chapter 1 provides a historical overview of disability management including motivating factors for disability management programs, program development, disability management and labor unions, and relevant legislation. Chapter 2 is on defining disability management and covers key premises of disability management and definitions. Considered in Chapter 3 are stakeholders in disability management including vocational rehabilitation, employers, and employees with a disability. Disability management models and industrial and agency applications are presented in Chapter 4. Exemplary programs are briefly described and suggestions offered to vocational rehabilitation agencies of methods for interfacing with disability management in business and industry. Chapter 5 offers strategies, positions, and options for vocational rehabilitation agencies. These include: the non-involvement option; the reactive option; and the proactive option, which requires changes in approaches to service delivery. The final chapter provides specific guidance on using this document as a basis for administrative decision making and program development regarding disability management programs at the workplace. (DB)

ED 340 181 EC 300 831

Poirier, Lynn
A Multifaceted Program To Improve Self-Esteem and Social Skills while Reducing Anxiety in Emotionally Handicapped Middle School Students.
PUB DATE- 23 Sep 91
NOTE- 96p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Anxiety; *Emotional Disturbances; Intermediate Grades; *Interpersonal Competence; Intervention; Junior High Schools; Males; Middle Schools; *Parent Education; Parent School Relationship; Relaxation Training; *Self Esteem; Self Evaluation (Individuals)
IDENTIFIERS- *Middle School Students

A practicum was developed to increase self-esteem, to lower anxiety, and to improve social skills in 13 emotionally

ED 340 200 FL 019 316

Scarino, Angela; And Others
Syllabus Development and Programming. Australian Language Levels Guidelines. Book 2.
PUB DATE- 88
NOTE- 164p.; For related documents, see FL 019 315-318.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- Class Activities; Classroom Techniques; *Course Content; *Course Organization; Curriculum Design; *Curriculum Development; Elementary Secondary Education; Foreign Countries; Program Design; *Second Language Programs; State Standards; *Student Centered Curriculum
IDENTIFIERS- *Australia; Australian Language Levels Project

The Australian Language Levels (ALL) Project offers a coherent model for elementary and secondary language curriculum design. Book 2 of the four-volume series elaborates on each of the major features of the ALL Project proposal for language curricula outlined in Book 1, focusing on the syllabus, suggesting possible content at different instructional stages, and describing procedures for planning of both syllabuses and classroom instruction. The volume contains: an introductory overview of the ALL Project and curriculum framework; a detailed description of foreign language syllabus organization and content, including the instructional stages, learner characteristics influencing syllabus content at the different stages, case study examples, general and specific goals, the concept of an activities-based syllabus, the activity-type as an organizing unit of syllabus design, and guidelines for sequencing syllabus content through activities; an overview of the syllabus development process; and a discussion of issues in classroom programming, including factors to be considered, the program development process, and useful programming tools. Appended materials include a statement on specific syllabus content, statements of suggested syllabus content for each instructional stage and examples of instructional units. Contains 88 references. (MSE)

ED 340 201 FL 019 317

Scarino, Angela; And Others
Methods, Resources, and Assessment. Australian Language Levels Guidelines. Book 3.
PUB DATE- 88
NOTE- 99p.; For related documents, see FL 019 315-318.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Curriculum Design; *Educational Resources; Elementary Secondary Education; Evaluation Methods; Foreign Countries; Program Development; *Second Language Programs; State Standards; *Student Centered Curriculum; *Student Evaluation; *Teaching Methods
IDENTIFIERS- *Australia; Australian Language Levels Project

The Australian Language Levels (ALL) Project offers a coherent model for elementary and secondary language curriculum design. Book 3 of the four-volume series focuses on teaching methods, appropriate instructional resources, and student evaluation and course called ESL Media and Materials. The students' purpose was to research a topic in order to develop an original project to display at an ESL Media and Materials Fair for language teachers, classmates, and others. A description of the fair and planning for it is offered as an introduction to the bibliographies. The following student bibliographies are included: (1) "Using Radio Broadcasts for Authentic Listening," compiled by Deming Mei, contains 15 references published between 1977 and 1990. (2) "Authentic Listening Materials," prepared by Lian-Aik Wong, contains 20 references on authentic listening materials from Radio Channels One and Five of the Singapore Broadcasting Corporation. (3) "Video in the ESL Classroom," compiled by Darlene Huang and Melanie Boston, contains 23 references published primarily between 1980 and 1990 on how video can be used to improve listening comprehension. (4) "Songs for the ESL/EFL Class," compiled by Ivannia Jimenez from the ERIC and Language and Linguistics Behavioral Abstracts databases, contains 20 references from 1969-1990 in three categories: Benefits, Techniques, and Songs. (LB)

ED 340 221 FL 019 937

Mitchell, Rosamond
Communicative Language Teaching in Practice.
PUB DATE- 88
NOTE- 199p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Class Activities; *Classroom Communication; Classroom Research; Classroom Techniques; *Communicative Competence (Languages); *Error Correction; Foreign Countries; *French; *Language Role; Role Playing; Secondary Education; *Second Language Instruction; Second Language Learning; Simulation; Teaching Methods
IDENTIFIERS- *Scotland

The first two stages of a research project on the teaching of second languages in Scotland using the communicative approach are reported. In the first stage, 59 language teachers in 20 schools were interviewed concerning their understanding of the notion of communicative competence and its development in the classroom. In the second stage, French instruction was studied in four secondary schools in central Scotland. The first chapter summarizes 15 themes emerging in the teacher interviews. Chapters 2-7 report on the study's second stage, including: analysis of practice foreign language, communicative foreign language, and English-medium teaching activities observed at the four schools; transcriptions and discussion of four role-playing and two simulation activities observed as part of the study; five classroom communicative activities used to convey information about the language or impart background knowledge about French culture in addition to serving communicative purposes; the linguistic features of teacher talk at each school; teacher communication strategies and pupil repair strategies; and functional differentiation in classroom language choice. Supporting materials and a 63-item bibliography are appended. (MSE)

ED 340 222 FL 019 938

Khan, Sughra B. Choudry; Molteno, Marion
Urdu. Resource Guides for Teachers.
PUB DATE- 91

section offers suggestions for finding and selecting appropriate books or story collections, library instruction, keeping individual reading diaries, and helping slow readers and low achievers. Forms used for recordkeeping are provided for illustration. The second section discusses the use of short texts such as fables and poetry, with specific examples provided. Lists of useful books for students, book publisher and distributor addresses, and sources of further reading are appended. (MSE)

ED 340 242 FL 019 965

Kershook, Laurie
Schemes of Work. Pathfinder 3.
PUB DATE- 90
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrative Organization; Check Lists; Classroom Techniques; Course Content; *Curriculum Design; Elementary Secondary Education; Foreign Countries; Grading; Instructional Materials; *Policy Formation; Program Development; Program Evaluation; Scheduling; School Policy; *Second Language Instruction; *Staff Utilization; Student Evaluation
IDENTIFIERS- *United Kingdom

A method for designing a foreign language program is presented. The guide is intended for use at the department level in British schools and based on new national curriculum requirements for modern language instruction. The resulting program should be a team effort, relate to the general philosophy and curricular policies and objectives of the school and district, define aims and objectives at all stages and abilities, give guidance on appropriate methods and use of resources, enumerate assessment policy, coordinate with national programs and testing, and be regularly monitored and updated. It should serve school and department assessment procedures and act as a tool for developing policy and curricula, ensuring program cohesion, monitoring and improving practice, reporting progress, and interpreting policy and methods. Four broad aspects of program development are addressed in some detail. These include using specific national curriculum guidelines for curriculum and program design; consultation and drafting of the scheme; defining program specifications for policy, administration, and curriculum; and creating a framework for designing the program. A series of checklists is provided to help incorporate all needed components in the program, including department-level considerations, administrative needs, organization, policy, and assessment. A matrix for outlining course and unit details is also included. (MSE)

ED 340 243 FL 019 966

Halliwell, Susan
Yes--But Will They Behave? Managing the Interactive Classroom. Pathfinder 4.
PUB DATE- 91
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

expressed by a variety of Illinois literacy organizations and agencies, particularly those in Chicago. The test encompasses a range of competencies from basic letter formation to expository writing. Its construction features a focus on critical competencies in order of complexity, a concise and non-threatening presentation, uncomplicated administration procedures, and a survey of significant skills to facilitate meaningful student grouping. The SSPT was field tested by several Northern Illinois literacy providers and edited by educators participating in a special assessment workshop. The seven-page instrument includes a mathematics section. Administrator's instructions, a list of competencies, and a score sheet are included with the instrument. (LB)

ED 340 264 HE 023 535

Markert, Lawrence W.; Silberman, Jonathan
The Humanities and the Professions: The University of Baltimore Model.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 120p.; Occasional poor quality type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Education; *Core Curriculum; *Curriculum Development; *Faculty Development; Higher Education; Interdisciplinary Approach; *Liberal Arts; Relevance (Education); Required Courses
IDENTIFIERS- *University of Baltimore MD

In an effort to infuse professional and preprofessional academic programs with liberal arts learning, this project at the University of Baltimore (Maryland) resulted in the establishment of a required liberal arts core curriculum for upper division students. The project provided funding for three activities: interdisciplinary team teaching of the courses in the core curriculum, release time for core course coordinators for curriculum planning, and faculty development seminars (called Humanities and the Professions) which used literature to highlight ethical and professional conflicts. Core courses were titled: Ideas in Writing, Modern City, Arts and Ideas, World Cultures, and Business, Values and Society. The major project outcome was development of support for the upper-division core curriculum among the faculty, students, and administrators. Other benefits included increased interaction of business and liberal arts faculty and an improved perception among business and liberal arts students of the value of liberal arts learning in career oriented programs. Appendices include a core course syllabi, a list of team teaching participants, a list of seminar participants and program, a list of supplementary activities, and a summary of the results of evaluation instruments. (DB)

ED 340 265 HE 024 682

Hunt, Andrew D.
Medical Education, Accreditation and the Nation's Health. Reflections of an Atypical Dean.
PUB DATE- 91
NOTE- 162p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

Both Worlds?" (Thomas); "Collecting Case Studies in TAFE Curriculum: Some Problems" (McBeath); "Teacher Motivation in Vocational Education: Causes and Consequences" (Nyberg); "Vocational Teacher Education: Research into Practice" (Prichard); "Evaluation of the In-Service Education Ordinance and Programs for Industrial Vocational Teachers in the Republic of China" (Shieh); "Apprentices Literacy Skills" (Sofo); "Regional Colleges: Resource Sharing between Vocational Education and Higher Education" (Atkinson); "Student Withdrawal from Part-Time Courses of Further Education" (Parkin); and "Improving the Quality of Vocational Education" (Jain). (CML)

ED 339 805 CE 052 432

International Conference on Recent Research and Development in Vocational Education (Adelaide, South Australia, Australia, March 12-19, 1989). Conference Papers. Volume 2.
PUB DATE- Mar 89
NOTE- 234p.; For volume 1, see CE 052 431, for additional papers, see CE 052 433.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adult Educators; Critical Thinking; Developing Nations; Educational Games; Experiential Learning; Foreign Countries; Independent Study; Limited English Speaking; Nontraditional Occupations; Performance Contracts; Postsecondary Education; *Research and Development; Rural Education; Secondary Education; Simulation; *Teacher Education; Technical Education; *Vocational Education; *Vocational Education Teachers; Womens Education
IDENTIFIERS- *Australia; Nigeria; Philippines; South Africa; *TAFE (Australia)

The conference recorded in this document covered a wide variety of themes and consisted of keynote addresses, research presentations, and workshops. The following workshop presentations are included: "Vocational Education in a Developing Country" (Theron); "From the Technical to the Critical: A New Agenda for Vocational Education Research" (McIntyre, Jennings); "Policy Constraints to the Growth of Technology Education Programs: Implications for Technology Development in Nigeria" (Eze); "Economic Growth, Investment in Technology, and the Context of New Zealand Vocational Education Policies" (Stevens); "Philippine Social and Economic Imperatives for Vocational Education" (Elevazo); "Almost Invisible: Isolated Rural Women's Access to Tertiary Education" (Mageean); "Women Technicians' Self-Concept, Problems, and Training Needs" (Espino); "Reflective Learning at ITATE" (Scott); "Reflection and Education of TAFE Teachers" (Knights); "Vocational, Science, Technological, and Engineering-Technology Education" (Waks); "Vocational Education/General Education: A False Dichotomy?" (Hager); "Recent Research and Development in Vocational Education" (Ball); "ICI/TAFE Cross Trade Training of Electrical and Instrument Tradespersons" (Devlin); "What Do Unions Want from TAFE?" (Laurent); "Theory Backgrounds and Research Evaluation of an Innovative Program of Professional Staff Development in the Interface between Education and Economy" (Elsey); "Relation between Education and Industry through Teaching Geography and English Language" (Casterlieva); "Participant-Directed Learning at ITATE: Theory and Practice" (Foley); "Negotiating Programs" (Cohen); "Using Games and Simulations to Structure Experiential Learning" (Leigh);

trends: trends in the general development of North American society and trends in the evolution of formal education. Canada and the United States are undergoing a major transformation that affects their economies, political systems, cultures, and social structures. This transformation is the result of the following factors: (1) the changing role of knowledge in society; (2) an ongoing revolution in communication technology; (3) increasing global economic competition; (4) ecological limits to development; (5) growing cultural pluralism; and (6) greater difficulty in finding meaning in a changing world. The major goals of education are now priorities and performance. As advanced societies recognize their economic priorities as dependent on skilled resources, economic competition and restructuring set educational priorities. To reorient education toward these priorities and to improve performance, education systems rely largely on quantitative change within the framework of existing structures and assumptions. The concept of lifelong learning does not appear to have caught on. Society continues to believe in a series of assumptions about schooling and education that need to be questioned. The vision of learning and education systems needs to be enlarged to include integration of learning policy into broader social and economic policies and creation of a learning culture. The 1990s seem to be a strategic moment for fundamental rethinking of learning for the 21st century. (YLB)

ED 339 824   CE 059 687

Bulletin Board Ideas.
PUB DATE- 88
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Materials; *Bulletin Boards; *Career Planning; High Schools; *Home Economics; Occupational Home Economics; Student Motivation

This document consists of bulletin board ideas for high school home economics classrooms. The first section contains 19 themes for bulletin boards. Each page contains the name of the theme, needed materials and supplies, and an illustration of the bulletin board. Themes include the following: home economics occupations, motivational materials, units of instruction, humorous materials, career planning ideas, and learning styles. The second section contains one brochure and six posters on home economics as a career. (NLA)

ED 339 825   CE 059 698

Gregory, Vikki
Making Ends Meet: Midlife and Older Women's Search for Economic Self-Sufficiency through Job Training and Employment.
SPONS. AGENCY- Florence V. Burden Foundation, New York, N.Y.
PUB DATE- 90
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Basic Skills; Career Counseling; Change Strategies; Cooperative Programs; Coordination; Cultural Awareness; Data Collection; Economically Disadvantaged; Economic Factors; *Employed Women; Equal Opportunities (Jobs); Federal Legislation; *Federal Programs; Financial Support; *Independent

upper secondary agricultural programs in rural agricultural schools. Part 1 contains an introduction, recommendations for early morning practical classes, and suggestions for scheduling of theoretical classes. Part 2 consists of the syllabi. Each syllabus offers a content outline. The first-year syllabus covers these topics: agronomy and horticulture; agriculture biology; plant protection; farm mechanization; animal husbandry; farm management; English language; and mathematics. Content of the second year includes the following: agronomy and horticulture; plant protection; farm mechanization; animal husbandry; farm management; chemistry; English language; and mathematics. The third-year syllabus covers these topics: agronomy and horticulture; plant protection; animal husbandry; farm mechanization; farm management; student project; and English language. Notes on the English language content are provided. Part 3 contains sample modules that list course title, time allowance, course description and aims, objectives, activities, and evaluation. Nine modules are provided: manuring in crop production; methods of crop propagation; plant parts and their functions; amino acids and their relationship to proteins; control of weeds in crop production; factors of agricultural production; reading comprehension; indices; and simple farm tools. (YLB)

ED 339 843 CE 059 765

Expert Consultation on the Utilization of the Experience and Competence of the Elderly in the Education of Youth and Adults (Wuhan, People's Republic of China, November 21-25, 1989). Final Report.
PUB DATE- Nov 89
NOTE- 12p.; Toner streaks are evident throughout document.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Learning; Age Groups; Aging (Individuals); *College Programs; *Continuing Education; Developed Nations; Developing Nations; *Educational Gerontology; Foreign Countries; *Intergenerational Programs; Lifelong Learning; *Older Adults; Postsecondary Education; Retirement; *Teaching Methods
IDENTIFIERS- *China

A consultation was conducted in China to examine the use of the experience and competence of the elderly in the education of youth and adults; the education of the elderly was also studied. Participants were 15 experts from Australia, Germany, Hong Kong, Japan, the United States, the Sudan, France, the Soviet Union, and China, along with additional observers from China. During the consultation, the discussion centered on the elderly's role and status in the education of youth and adults, opportunities and conditions for the continuing education of the elderly, participation of the elderly in socioeconomic and cultural development, and international and bilateral cooperation in favor of the education of the elderly and the promotion of their role in intergenerational education. A curriculum for action resulted, based on the belief that each individual older person can contribute to the society and the principle of changing "free time" to "useful time." From these principles emerged practices and solutions that can be adapted to developed and developing nations. Models for work and career, based in human development, also were drawn up, and opportunities for continuing education were examined. The

Computer Aided Manufacturing.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 91
NOTE- 111p.; For related documents, see CE 059 793-795.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- College Programs; Community Colleges; Computer Assisted Design; *Computer Assisted Manufacturing; Computer Science; *Computer Software; Course Descriptions; Industrial Education; *Industrial Training; Job Training; Numerical Control; Resource Centers; Retraining; Technical Education; *Technological Advancement; Two Year Colleges
IDENTIFIERS- Northampton County Area Community College PA; Programable Logic Control

This document contains course outlines in computer-aided manufacturing developed for a business-industry technology resource center for firms in eastern Pennsylvania by Northampton Community College. The four units of the course cover the following: (1) introduction to computer-assisted design (CAD)/computer-assisted manufacturing (CAM); (2) CAM requirement analysis; (3) CAM software and evaluation; and (4) SMARTCAM. Exercises and transparency masters are included. Appendixes consist of part drawings, "hot key" definitions, and an outline of a programmable logic controls workshop. (KC)

ED 339 862 CE 059 799

Rediscovering Our National Vision: Building Positive Self-Esteem and a Strong Work Ethic.
PUB DATE- 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Objectives; Elementary Secondary Education; Employer Employee Relationship; *Entry Workers; *Family Influence; Job Satisfaction; Parent Child Relationship; *Productivity; School Role; *Self Esteem; Self Motivation; Skill Development; Social Responsibility; Student School Relationship; Values; *Work Ethic

The mission of the National Council on Vocational Education (NCVE), a presidential advisory council consisting of representatives of business, industry, and education, is to ensure the development of a first-class American work force. As part of this mission, the NCVE held a series of meetings with representatives of various industries to solicit their help in determining: (1) what competencies are required for entry-level workers; and (2) what educational requirements are needed to train the work force. A common theme emerged: the most desirable and successful employees were those having a positive attitude toward work--a strong work ethic. Positive self-esteem fosters a positive work ethic. Individual levels of self-esteem fluctuate, depending on one's familiarity, comfort, and training. NCVE's Working Committee studied the role of parents, educators, and employers and made recommendations on how they might have a more positive impact on young workers. They also examined ways that students can help themselves. The committee recommended that parents and educators find ways to reduce failure among children in their care. The family provides the base for caring and nurturing and is the place where personal

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Awareness; Career Education; *Career Exploration; Experiential Learning; Mathematics Anxiety; Mathematics Instruction; *Nontraditional Occupations; *Occupational Information; *Sex Fairness; Technical Education; Technical Institutes; Two Year Colleges; *Womens Education; Workshops
IDENTIFIERS- Blackhawk Technical College WI

This workbook presents materials for a Nontraditional Options Workshop designed to introduce women to predominantly male vocational programs and careers. The workshop provides career awareness, vocational information, and hands-on exploration of nontraditional programs offered at Blackhawk Technical College (BTC), Wisconsin. Introductory materials include information on the sex equity project, gender equity, and gender equity legislation in vocational education; an introduction to BTC; and an introduction to sex equity, including 11 handouts/resources. Materials for the three components of the 36-hour workshop follow. The survey component introduces technical concepts and skills, such as print reading, basic electricity, measurements, and tool usage. Materials provided include an overview, objectives, goals of the survey, a course outline, descriptions of five sessions, and handouts. The math component (which includes an instructor's guide for a six-session workshop) assesses current math skills, teaches math concepts and practical applications of math, and helps participants to understand math anxiety. In addition, this section contains an attitude survey; information on math anxiety; suggestions for studying math, real-life math problems; a narrative and problems on fractions, word problems, percents, and calculators; and an answer key. An experiential nontraditional component provides hands-on exploration of nontraditional programs at BTC. Instructional materials include program descriptions with responsibilities, job potential, and related jobs. Workshop activities are suggested. (YLB)

ED 339 880 CE 059 827

Skowronski, Steven D.
CNC Turning Center Operations and Prove Out. Computer Numerical Control Operator/Programmer. 444-334.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- 90
NOTE- 85p.; For a related manual, see CE 059 828.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Computer Assisted Manufacturing; Computer Science Education; Electronic Control; Instructional Materials; Learning Activities; *Machine Tool Operators; Machine Tools; Manufacturing Industry; *Numerical Control; Programers; *Programing; Technical Education; Technical Institutes; Two Year Colleges

This student guide provides materials for a course designed to instruct the student in the recommended procedures used when setting up tooling and verifying part programs for a two-axis

PUB DATE- May 88
NOTE- 44p.; Several pages are typed on colored paper.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Occupations; *Allied Health Occupations Education; Behavioral Objectives; *Cardiopulmonary Resuscitation; *Cardiovascular System; *Course Content; Health Facilities; Health Personnel; Health Services; *Heart Disorders; Higher Education; Learning Activities; State Curriculum Guides; *Teaching Methods; Test Items; Transparencies; Units of Study
IDENTIFIERS- *Emergency Medical Services; Iowa

This document contains materials for an advanced college course in cardiac life support developed for the State of Iowa. The course syllabus lists the course title, hours, number, description, prerequisites, learning activities, instructional units, required text, six references, evaluation criteria, course objectives by units, course competencies, equipment and supply requirements, class schedule, testing requirements for performance tests, and American Heart Association course guidelines for certification for advanced providers of cardiac life support. It is followed by 12 instructional units that cover these topics: introduction; myocardial infarction; adjuncts for airway control, ventilation, and supplemental oxygen; adjuncts for artificial circulation; monitoring and dysrhythmia recognition; defibrillation and cardioversion; intravenous techniques; cardiovascular pharmacology; mega code/advanced cardiac life support algorithms; pediatric resuscitation; acid-base balance; and medicolegal aspects. Units contain the following: information on prerequisites, required and recommended references, learning activities, and objectives; a topic outline; and evaluation criteria. (KC)

ED 339 898 CE 059 858

Teaching Methods/Health.
SPONS. AGENCY- Iowa State Dept. of Education, Des Moines. Bureau of Career Education.
PUB DATE- May 88
NOTE- 96p.; Typed on colored paper.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Occupations; *Allied Health Occupations Education; Behavioral Objectives; *Classroom Techniques; Communication Skills; *Course Content; *Health Education; Health Facilities; Higher Education; Learning Activities; Lesson Plans; *Preservice Teacher Education; State Curriculum Guides; Student Evaluation; *Teaching Methods; Test Items; Test Selection; Transparencies; Units of Study
IDENTIFIERS- *Emergency Medical Services; Iowa

This document contains materials for a two-credit college course in teaching methods for health education developed for the State of Iowa. The course syllabus lists the course title, hours, number, description, prerequisites, learning activities, instructional units, required text, 16 references, evaluation criteria, course objectives, and course competencies. It is followed by six instructional units that cover these topics: the learning process, behavioral objectives, teaching methods and aids, lesson planning, evaluation instruments, and classroom communication skills. Units contain the following:

*Education Work Relationship; *Employer Employee Relationship; *Employment Practices; Foreign Countries; Guidelines; *Job Training; Labor Force Development; Motivation Techniques; Needs Assessment; Personnel Policy
IDENTIFIERS- *Adult Compacts

This bulletin focuses on adult compacts, three-way agreements among employers, potential employees, and trainers to provide the right kind of quality training to meet the employers' requirements. Part 1 is an executive summary of a report of the Adult Compacts Project, which studied three adult compacts in Birmingham and Loughborough, England, and Boston, Massachusetts. It reports these findings: adult compacts are an appropriate and useful approach to cooperative training design and delivery and emphasis is, and should be, on preparing individuals for a rapidly changing work environment. Part 2 provides guidelines for the development of adult compacts in the form of a checklist with these topics: economic context, local labor market, employer involvement, size of employers, approach to employers, audit of existing college links, negotiation and the compact, compact agreement, duration of training, location of training, work placements, vocational qualifications, recruitment, guidance and counseling, finance, and training for employment. Part 3 contains detailed conclusions of the research project regarding the effectiveness of adult compacts as an approach to training, adult compacts and the economic environment, the role of job guarantee, training for employment, and principal features of an adult compact. Three model statements of intent are then provided that define the respective undertakings of the employer, trainee, and trainer in the compact. (YLB)

ED 339 917 CE 059 [illegible]83

Barker, Kathryn Chang
A Program Evaluation Handbook for Workplace Literacy = Guide d'evaluation de programme pour l'alphabetisation en milieu de travail.
PUB DATE- Oct 91
NOTE- 108p.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- t, compact agreement, duration of training, location of t
quali,Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Evaluation Methods; Foreign Countries; Industrial Personnel; *Inplant Programs; *Labor Force Development; *Literacy Education; On the Job Training; Program Effectiveness; *Program Evaluation
IDENTIFIERS- *Workplace Literacy

Directed at persons who are not experts in program evaluation or workplace literacy, this handbook provides various options and processes that can be used for formal evaluation of workplace literacy programs. The handbook is organized in six sections. An introductory section acknowledges the weaknesses of any evaluation attempt. In the second section, definitions of workplace literacy are offered. The variety of existing programs, the stakeholders in workplace literacy, and good practices are described; and a rationale for the evaluation of workplace literacy programs is developed. Section 3 introduces formal program evaluation, presents three steps of the accomplished which restructures the counselor's role from empathic listener to that of an agent of active intervention. The Personal Commitment Model is a way of integrating several seemingly discordant positions into a larger, consonant one. Personal commitment is marked by behavior that has a unifying theme or style, but which is selectively variable. There is a well-developed internal system, but it is in process and open to selective modification. The personally committed person believes in choice, uses opportunities to choose, and accepts responsibility for the choices made. Teachers, therapists, and consultants have the opportunity to frame literature and history according to a multi-faceted truth and to promote self-responsibility among clients and students. The Personal Commitment model is one such vehicle by which to accomplish this goal. (LLL)

ED 339 935 CG 023 836

Petry, John R.; And Others
Project About Face: The Effect of an Educational Program on Recidivism.
PUB DATE- 13 Nov 91
NOTE- 43p.; Portions of Appendix B contains marginally legible print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Cocaine; Correctional Rehabilitation; *Delinquency; Delinquent Rehabilitation; Program Effectiveness; *Recidivism; Youth Programs
IDENTIFIERS- *Project About Face TN

The primary objective of Project About Face, a program of Youth Services, Inc., is to reduce the rate of recidivism among juvenile offenders assigned to the program by the Juvenile Court of Memphis/Shelby County, Tennessee. Another purpose is to establish a profile of the type of offender who would be most likely to benefit from the academic, physical training, and counseling components of the project. As of the date of this report, 135 juveniles in cohort groups of 15 youths have been admitted to the program because they were convicted of offenses related to the manufacturing, distributing, and selling of cocaine. This study examined only Groups 2-6, which together totalled 75 subjects, since these were the first groups for which pretest and posttest data were collected. Assessments were conducted to determine severity of risk for substance abuse, hedonistic risk-taking orientation, perceived purpose in life, moral reasoning, grade level, and physical fitness. Data analysis revealed the typical participant to be a 16-year-old black youth, whose educational level was the 9th grade, who was enrolled in school, was from a single parent family, had siblings, had an average of 3.7 arrests before being arrested and assigned to Project About Face, and who was not using cocaine at the time of arrest. It was found that: involvement in the academic program produced significant changes in three of the six groups; all groups improved in one or more of the exercises in the physical training component; and some gains, for example, in Principled Thinking, resulted from the counseling component. However, these gains were limited to only two groups. The rate of recidivism for this population (32%) is about the same as the rate for groups not in a program of this nature. A reordering of priorities is recommended such that staff would spend less time on the easier

This study investigated the roles and functions of elementary school counselors as reported by principals, counselors, teachers, and parents. The independent variables investigated were: position, district size, undergraduate major, schools with and without a counselor, age, gender, and years of experience. The instrument consisted of 38 items based upon the roles and functions of counselors delineated by the American School Counselor Association (ASCA). The scores from the five components and the composite of the Counselor Roles and Functions Questionnaire were employed as dependent variables. The components were: counseling; consulting; developmental/career guidance; evaluation and assessment; and guidance program development, coordination and management. The composite comprised 38 items. The sample consisted of 318 subjects, including 44 principals, 28 counselors, 123 teachers, and 123 parents. Results supported the following hypotheses: (1) counselors rated counseling higher than principals; (2) respondents from larger districts rated developmental/career guidance higher than those from small districts; (3) respondents from schools with a counselor rated developmental/career guidance higher than those from schools without a counselor; and (4) respondents from schools with a counselor rated the composite higher than those from schools without a counselor. There were associations between undergraduate major and perceived counselor roles and functions; between age and perceived counselor roles and functions; between years of experience and perceived counselor roles and functions; and between gender and perceived counselor roles and functions. Interactions were also found among the variables tested. (LLL)

ED 339 954 CG 023 856

Etchison, Marilyn G.
Sexual Attitudes of College Students.
PUB DATE- 22 Jul 91
NOTE- 80p.; M.S. Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Age Differences; *College Students; Family Structure; Higher Education; Sex Differences; *Sexuality; *Student Attitudes

This study investigated the sexual attitudes of college students at a western Kansas university. The independent variables employed were gender, family structure, family sex communication, age, and classification. The dependent variables were the following subscales of sexual attitudes: permissiveness, sex practices, communion, and instrumentality. Five composite null hypotheses were tested using three-way analysis of variance. The five hypotheses generated 70 comparisons and 70 recurring comparisons. Of the 70 comparisons tested, 10 were statistically significant. Of these, 5 were for main effects, and 5 were for interactions. The results of the study support the following generalizations: (1) males have a more permissive attitude toward sex than females; (2) females have a more accepting attitude toward sex practices than males; (3) older students are more accepting of sex practices than young students; (4) students with a high level of family sex communication are more instrumental than students with low or medium levels of family sex communication; and (5) students from two-parent and one-parent homes are more permissive than students from blended families. The following interactions were and the family environment was assessed by the Child Report of Parental Behavior Inventory and the Family Environment Scale. The personality traits of self-esteem and self-efficacy were assessed by the Self-Esteem Inventory and the Self-Efficacy Scale; and depression by the Beck Inventory. The correlations between perceived socialization on the one hand and personality traits and depression on the other remained essentially unchanged when introversion and current depression were controlled statistically. (LLL)

ED 339 973 CG 023 886

Harris, Morag B. Colvin
Crisis Management: A School District Response to Suicide.
SPONS. AGENCY- Alaska State Dept. of Education, Juneau.
PUB DATE- 90
NOTE- 65p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Crisis Intervention; Elementary School Students; Elementary Secondary Education; High Risk Students; Legal Responsibility; *Prevention; Program Development; School Districts; School Responsibility; Secondary School Students; *Suicide
IDENTIFIERS- Alaska

This manual outlines crisis policy development, specifically targeting students at risk for life threatening behaviors. Its stated intent is to present a consistent message to all school districts so that they can create adequate and prudent standards for the care of their young people. The materials in this manual are intended to help school districts develop policies for managing crisis. The first section provides a glossary of terms used in crisis intervention, including such terms as contagion, postvention, and survivorship. Next, crisis management policies and procedures are described for the following areas directly applicable to the school setting: prevention, intervention, postvention, general guidelines, school-based plan, and linkages. The following section considers the legal issues schools must address before they translate their policies into procedures, including suicide prevention initiatives and services to other high risk children following a completed suicide, as well as informing the parent if a child is threatening suicide. In the next section, guidelines are provided outlining appropriate ways to handle the media during a crisis. The 46-page appendix provides resources for further information, suicide risk assessment worksheets, guidelines, sample forms, and a bibliography. (LLL)

ED 339 974 CG 023 887

Carbone, Dominic J.
Human Service Employees Coping with Job Stress, Family Stress and Work-Family Conflict.
PUB DATE- Aug 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Depression (Psychology); Employees; *Family Life; *Human Services; *Role Conflict; Sex Differences; *Stress Variables

book titles for the kit, useful objects, and cassette) and activity sheets for 3 storytime kits on the topics "Mittens," "Multicultural," and "Red"; and (3) the booklet "LEAP into Books," an annotated listing of 300 books for children from preschool through age 10, intended as a buying guide for those who want quality literature for children, whether they are child care personnel buying for child care centers developing a collection or parents buying for their homes. (SR)

ED 339 993 CS 010 770

Laughlin, Mildred Knight; Swisher, Claudia Lisman
Literature-Based Reading: Children's Books and Activities To Enrich the K-5 Curriculum.
PUB DATE- 90
NOTE- 165p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Books; *Childrens Literature; *Class Activities; *Curriculum Enrichment; Intermediate Grades; *Literature Appreciation; Primary Education; *Reading Instruction; *Whole Language Approach
IDENTIFIERS- Trade Books

This book helps teachers and media directors to use children's literature to enrich elementary reading programs and to pursue sound educational objectives as they share the books and stories. It provides activities designed to expand and enrich the opportunities for children to become literate. It is a tool which addresses the need for children to read widely in order to practice their literacy and begin to form ideas and judgments. The book contains three chapters by level: (1) kindergarten, transitional, and first grade activities; (2) second and third grade activities; and (3) fourth and fifth grade activities. Each chapter presents several units on topics including: visual literacy, predicting, patterns in literature, sequencing, characterization, plot line, vocabulary, discovering and using information books, exploring poetry, analyzing contemporary realistic fiction, learning from biographies and autobiographies, enjoying modern fantasy, and introducing classics. Each unit presents student objectives, gives an annotated list of recommended books for use with that unit, details a group introductory activity, and outlines numerous follow-up activities related to the recommended reading. Appendixes include a glossary and a list of 13 sources for reading and children's literature theory and techniques. (PRA)

ED 339 994 CS 010 771

Gartner, Sandra L.
A Freudian Approach to Education.
PUB DATE- 24 Oct 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Environment; *Educational Philosophy; Educational Practices; Elementary Secondary Education; Emotional Development; Foreign Countries; Teacher Attitudes; *Teacher Student Relationship; Teaching Methods

additional methods specifically applying to whole language, such as Don Holdaway's shared-book experience. The third chapter examines the needs in the field and where the field is heading in the future. The thesis discusses the need for additional research, along with the needs for teacher education and new testing methods, concluding with a discussion of how kindergarten teachers feel about the whole language approach in their classrooms. (Ten annotated references and a list of 131 references without annotations are attached.) (RS)

ED 340 014 CS 213 076

Chiang, Yuet-Sim
A Voice of One's Own: Reconsidering the Needs of Non-Native Speakers of English.
PUB DATE- 22 Mar 91
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; Higher Education; Language Role; *Second Language Learning; *Student Attitudes; Teacher Student Relationship; *Writing (Composition); *Writing Processes; Writing Workshops
IDENTIFIERS- *Nonnative Speakers; Personal Writing; Process Approach (Writing); Teacher Researchers; Voice (Rhetoric); *Writing Development

To integrate second language writing with composition theories, a college writing instructor became a teacher-researcher in an ESL writing workshop course. Studying the writing experience of a Malaysian-American student in a process-oriented writing class helped to clarify what happens when non-native speakers begin to take on the identity of a writer. In excerpts from the student's writing, her progression from "translation" mode to thinking aloud on paper to her gradual development as an English language user can be followed. At one point, the student refused to sign a class letter to the university newspaper, an acknowledgement of her understanding of how the writing act might affect her and an example of a person taking ownership of her own writing. Later, when reading her piece of polished writing on a personal subject, the student realized that she felt joy and excitement in writing. The writing act can mean as much to second language learners as it does to first language speakers if they are "invited" to write, rather than "taught" to write. (NKA)

ED 340 015 CS 213 078

Lloyd-Jones, Richard
A Goodly Fellowship of Writers and Readers. Concept Paper No. 4.
PUB DATE- 91
NOTE- 48p.; NCTE Concept Paper Series. Revised version of paper presented at the English Coalition Conference (Wye Mills, MD, July 12, 1987).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Awareness; Elementary Secondary Education; Higher Education; Reader Response; *Teacher Role; *Teacher

DESCRIPTORS- Audience Awareness; College English; *Essays; Higher Education; *Literature Appreciation; *Reader Response; *Teacher Student Relationship; Undergraduate Students; Writing (Composition); Writing Assignments; Writing Improvement; *Writing Instruction
IDENTIFIERS- *Writing Development

Literature instructors become frustrated as they read poorly written student essays. The problem is partly the students' lack of experience: they have not read a lot or written a lot. Literature classes can be more interesting and effective if teachers coordinate two kinds of emphases: allowing for discovery and moving toward productivity. In working to improve student writing, it is important to recognize points of convergence between reader response and writing across the curriculum. Both of these points of convergence help students to become familiar with somebody else's language and world and to fashion their own voices and roles within that language and world. Teachers should keep certain principles in mind as they develop assignments to improve student writing: (1) respect the process; (2) nourish the participants; (3) aim for a variety of products; and (4) reflect on product, process, and participants. Students and teachers can learn together about literature, about life, and about the mutual interplay of literature and life. (Thirteen references are listed.) (SG)

ED 340 035 CS 213 114

Covey, Donna G.
The Influence of Teaching the Main Idea, Drawing Conclusions, and Making Inferences on the Improvement of Writing Skills.
PUB DATE- Aug 91
NOTE- 85p.; Appendixes contain handwriting and small type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Class Activities; Critical Thinking; Grade 5; Grade 6; Inferences; Intermediate Grades; Language Arts; *Reading Comprehension; *Writing Improvement; *Writing Skills
IDENTIFIERS- Diagnostic Prescriptive Approach; Main Idea; Process Approach (Writing); Semantic Mapping; Story Mapping

A practicum addressed fifth and sixth graders' deficiencies in writing and comprehension skills with the implementation of diagnostic-prescriptive teaching techniques. The Multi Level Academic Skills Inventory and interest inventories aided in defining students' specific strengths and weaknesses in the areas of reading and language arts. Among the teaching strategies used to bring about improvement of writing skills were different mapping strategies, peer learning, the process writing method, and critical thinking activities, such as brainstorming. Progress was monitored through charting daily timed samples of student performance. Results indicated increased levels of achievement for the targeted students. (Eight tables of data are included. Eleven appendixes contain sample assignments, a daily progress chart, and a sample task sheet.) (SR)

ED 340 036 CS 213 115

Shields, Mark H.
Using Computers To Improve Writing Skills and Attitudes of Middle School Students.
PUB DATE- Aug 91
NOTE- 63p.; M.S. Practicum, Nova University.
LANGUAGE- English

others); "Extracting Dynamic Parameters from Speech Movement Data" (Caroline L. Smith and others); "Phonological Underspecification and Speech Motor Organization" (Suzanne E. Boyce and others); "Task Coordination in Human Prehension" (Patrick Haggard); "Masking and Stimulus Intensity Effects on Duplex Perception: A Confirmation of the Dissociation between Speech and Nonspeech Modes" (Shlomo Bentin and Virginia Mann); "The Influence of Spectral Prominence on Perceived Vowel Quality" (Patrice Speeter Beddor and Sarah Hawkins); "On the Perception of Speech from Time-Varying Acoustic Information: Contributions of Amplitude Variation" (Robert E. Remez and Philip E. Rubin); "Subject Definition and Selection Criteria for Stuttering Research in Adult Subjects" (Peter J. Alfonso); "Vocal Fundamental Frequency Variability in Young Children: A Comment on 'Developmental Trends in Vocal Fundamental Frequency of Young Children' by M. Robb and J. Saxman" (Margaret Lahey and others); and "Patterns of Expressive Timing in Performances of a Beethoven Minuet by Nineteen Famous Pianists" (Bruno H. Repp). An appendix lists DTIC and ERIC numbers for status reports in this series since 1990. (PRA)

ED 340 054   CS 507 640

Harmgarth, Friederike; Reus, Gunter
Pluralism on the Screen: Children's Broadcasting in Germany.
PUB DATE- May 91
NOTE- 13p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audience Awareness; Children; *Childrens Television; Cultural Context; *Educational Radio; *Educational Television; Foreign Countries; Mass Media Role; *Programing (Broadcast); *Radio
IDENTIFIERS- *Germany

Children's broadcasting in Germany (public and private television as well as radio) is traditionally educational broadcasting that aims to show and explain the world to children, and seeks to motivate them to discover and use their creativity and imagination. It occurs in different types of programs and employs a variety of literary and journalistic forms to reach its goals. A typical German educational television program, "The Show with the Mouse," represents some of the characteristic features of German educational television: (1) a mixture of literary and journalistic forms; (2) a figure children can identify with integrates the mixture of the show; (3) the journalistic reports explain topics in a playful way; (4) a lot of time, money, and technical equipment are devoted to the production of the explanatory films and documentaries; and (5) most of the films and variety shows are produced in Germany or in cooperation with other European countries. Children's broadcasting includes literacy programs, journalistic programs and programs that mix both elements. The old, public service television system has to compete with the new private channels. Competition between shows produced for children and those initially meant for adults (such as the American program "Knightrider") is the rule, not the exception. The strength of the German tradition in educational broadcasting and the competition for the audience has resulted in considerable pluralism and variety of programming. (A chart of the types of educational programming in television and radio

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Debate; Faculty Development; *Faculty Evaluation; Higher Education; *Persuasive Discourse; *Scholarship; *Teacher Promotion; *Tenure
IDENTIFIERS- *Debate Coaches; Morehead State University KY

If "scholarly activity" is considered broadly to include more than traditional, knowledge-producing research, then forensics qualifies as scholarly activity. This point of view is reflected in the tenure, promotion, and evaluation criteria at Morehead State University (Kentucky), where the work of faculty members is divided into three categories: teaching, service, and professional achievement. Professional achievement, in turn, consists of knowledge-producing research, professional accomplishments, and activities which contribute to professional growth. The second of these categories, which refers to practicing the profession, allows for using forensics performance to meet the professional achievement requirement. From an administrative standpoint, the challenge of considering forensics in this way is the challenge of evaluating the forensics activities in which faculty members participate. Administrators would benefit if forensics practitioners and administrators could develop some consensus about the guidelines which should be used to evaluate the forensics work of faculty members. (PRA)

ED 340 075 CS 507 683

Siddens, Paul J., III
The Application of Stage Lighting to the Reinforcement of Structural Tensions within a Narrative Text.
PUB DATE- 12 Apr 91
NOTE- 25p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 11-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Higher Education; *Lighting; Literature; *Production Techniques; *Readers Theater; Rhetorical Criticism; Textbook Content; Text Structure
IDENTIFIERS- *Staging (Text); Text Factors; Theater Research

This paper (1) examines textbooks in group performance of literature to determine how they describe the use of stage light in production; (2) explicates the four qualities and five functions of stage light; (3) explicates the four structural tensions of a text as defined by J. H. Maclay (1972); (4) considers their application to the production of a short story in performance; and (5) demonstrates (using Carson McCullers' short story "The Sojourner") how the four qualities and five functions of stage light can be used by a director during performance to reinforce and highlight a text's structural tensions. The paper then offers a summary and investigation of potential topics for further research in association with the adaptation and production of literature, such as music and movement. (PRA)

ED 340 076 CS 507 684

Fraleigh, Douglas
Legal Presumption and Equity: Applications to Propositions of Value.

consequences of this view would be that the policy recommendations of the World Conference on Education for All, held in Jomtien, Thailand, in 1990 would be less applicable to Latin America than to Africa or Asia. The first part of the paper documents how education in Latin America today is characterized by low levels of learning, severe inequities in opportunities to learn, and high repetition rates. The second section examines the changes in the provision of education, which resulted from the impact of adjustment on households, education finance, schools, and ministries of education. The last section of the paper proposes five ideas for an education reform agenda: (1) the need for more resources at the basic levels; (2) a renewed sense of purpose for education, focusing on equity and quality; (3) a recognition that quality is not a uni-dimensional concept; (4) information as a central resource guide and monitor change; and (5) institutionalization of mechanisms for strategic planning, policy continuity, and policy change. The paper draws on information collected from: a survey of education policymakers in Latin America; conversations with educators and policymakers in trips to Colombia, Honduras, Mexico, Peru, and Venezuela; and a survey of 64 rural teachers, 1,250 students and 640 mothers in Honduras as well as documents referenced in the text. (Author/LMI)

ED 340 096 EA 023 438

Brogan, Bernard R.
School Reform in Wisconsin: Recommendations of the Commission on Schools for the 21st Century. Education Issues.
PUB DATE- Jul 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Blue Ribbon Commissions; *Educational Change; *Educational Objectives; Educational Policy; *Educational Quality; Elementary Secondary Education; Excellence in Education; *Futures (of Society); Governance; *Public Schools; School Restructuring; *Statewide Planning
IDENTIFIERS- *Wisconsin

A systematic overview of major changes in Wisconsin public school policy suggested by the State's Commission on Schools for the 21st Century is provided in this paper, which is organized around the major themes of the commission's final report. A reform strategy is outlined to meet educational objectives in the following areas: outcome-oriented curriculum; performance-based assessment; student readiness for school; full parent involvement in the educational process; school/community partnerships; the teaching profession; the learning environment; and equitable financing for effective schools. Issues in governance are also discussed at the school, district, and state levels. (LMI)

ED 340 097 EA 023 439

Clune, William H.
Systemic Educational Policy. Education Issues.
PUB DATE- Jul 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

Relations; Legal Problems; Public Schools; *School Law; *School Personnel; Scope of Bargaining; Teacher Rights; Teacher Strikes; *Unions

The number of reported cases dealing with collective bargaining increased for the second consecutive year. While there was a significant amount of litigation, including one Supreme Court case, the courts relied on established precedents in deciding the many different issues confronting them. The review addresses the following topics at the K-12 level: (1) constitutional issues; (2) recognition and representation issues; (3) rights and obligations of exclusive bargaining representatives; (4) scope of bargaining; (5) grievability and arbitrability; (6) judicial review of arbitration awards and employment relations board rulings; (7) impasse and fact finding; (8) strikes and sanctions; and (9) miscellaneous decisions. (MLF)

ED 340 119 EA 023 552

Lufler, Henry S., Jr.
Pupils.
PUB DATE- 91
NOTE- 25p.; In: Thomas, Stephen B., Ed. The Yearbook of Education Law, 1991, p65-88. (See EA 023 549).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Court Litigation; *Desegregation Litigation; *Discipline; *Drug Abuse; Due Process; Elementary Secondary Education; Home Schooling; Legal Problems; Private Schools; Public Schools; *School Law; Search and Seizure; *Student Rights; Student School Relationship; Tuition
IDENTIFIERS- First Amendment

Cases arguing about the use of school facilities by religious groups continued to increase in number in 1990; however cases involving home instruction and student searches declined. In the school desegregation section, the financing of desegregation plans occupied the attention in most cases. Increasingly, desegregation cases focus less on developing remedies and more on the question of which party pays for them. Cases are discussed under the following sections: (1) public school assignment, tuition, transportation, home instruction, and compulsory attendance; (2) private and parochial schools; (3) substantive rights of students, including search and seizure, and First Amendment religious and freedom of expression rights; (4) sanctions for student misconduct, including suspensions, expulsions, and corporal punishment; and (5) desegregation, including cross-district remedies, desegregation plan oversight, and state court cases. (MLF)

ED 340 120 EA 023 553

Osborne, Allan G., Jr.
Handicapped.
PUB DATE- 91
NOTE- 33p.; In: Thomas, Stephen B., Ed. The Yearbook of Education Law, 1991, p89-120. (See EA 023 549).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Ancillary School Services; Compliance (Legal); *Court Litigation;

Snyder, Thomas D.; Hoffman, Charlene M.
Digest of Education Statistics, 1991.
PUB DATE- Nov 91
NOTE- 540p.; Numerous statistical tables with small print. For 1990 edition, see ED 330 086.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Adult Education; College Faculty; Degrees (Academic); Dropout Rate; *Educational Attainment; *Educational Finance; Educational Trends; Elementary Secondary Education; Employment Level; *Enrollment; Ethnic Groups; Federal Programs; Government Publications; Higher Education; Information Technology; *Institutional Characteristics; International Education; Library Statistics; Mathematics Achievement; Microcomputers; National Norms; Postsecondary Education; Preschool Education; Private Schools; Public Schools; Salaries; *School Demography; *School Statistics; Student Costs; Student Financial Aid; Tables (Data); Teacher Characteristics; Technical Education

This document, consisting of 7 chapters, 35 figures, 395 tables, plus 22 appendix tables, provides statistical data on most aspects of United States education, both public and private, from kindergarten through graduate school. The chapters cover the following topics: (1) all levels of education; (2) elementary and secondary education; (3) postsecondary education; (4) federal programs for education and related activities; (5) outcomes of education; (6) international education; and (7) learning resources and technology. A wide range of information is presented on a variety of subjects including the number of schools and colleges, teachers, enrollments, and graduates, in addition to educational attainment, finances, federal funds for education, employment and income of graduates, libraries, and international education. Supplemental information on population trends, attitudes on education, education characteristics of the labor force, government finances, and economic trends provides background for evaluating education data. Included among data not appearing in previous editions are the following: expenditures for interest on school debt and capital outlay, by state; work-related training; student proficiency in mathematics content areas; student performance on mathematics tests, by state; characteristics of college faculty, by type and control of institution; and faculty salaries, by field of instruction. A short introduction provides a brief overview of current trends in American education, and each chapter highlights significant trends. Guides to tabular presentations and sources are provided, along with a definitions section and an index. (MLF)

ED 340 142 EA 023 605

Lyman, Lawrence
Beginning the Restructuring Process: Building Collegiality.
PUB DATE- Dec 91
NOTE- 7p.; Paper presented at the Annual Meeting of the Kansas Association of School Boards (Wichita, KS, December 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Collegiality; Cooperation; Decision Making; Educational Cooperation; Elementary Secondary Education; *Group Activities; Group Unity; Intergroup Relations; Organizational

the key to successful integration. Eight characteristics of successful integrated programs are identified, including planned social interactions between handicapped and normally developing peers and an individualized curriculum. Four placement options are recommended: mainstreamed educational programs; mainstreamed noneducational programs; integrated special education or reverse mainstreaming; and nonintegrated special education programs located in regular elementary schools. Finally, implications for policy makers, administrators, and professionals are drawn. Appendixes list suggested resources. Includes 17 references. (DB)

ED 340 162 EC 300 812

Hiatt, Evelyn Levsky, Ed.; Covington, Jeanette, Ed.
Student Identification for Gifted Programs.
PUB DATE- Apr 91
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Serials (022)
DESCRIPTORS- *Ability Identification; *Academically Gifted; Compliance (Legal); Elementary Secondary Education; *Gifted; Holistic Approach; Individual Differences; Minority Groups; State Standards; *Student Evaluation
IDENTIFIERS- *Texas

This document, a first "theme" issue of a projected quarterly publication on developments in gifted education, focuses on theoretical principles and practical suggestions concerning student identification for gifted programs in Texas. The first article, "Developing Defensible Identification Procedures," is by Tommie Sue Anthony. It notes that school districts must: (1) recognize that schools often present barriers to identifying gifted minority students; (2) understand that as much diversity of talent exists within the gifted population as within the general population; and (3) include recognized "best practices" in the identification process. The second article, by Mary Keller, is entitled "A Holistic Approach to the Identification of Gifted Youth." It suggests that a comprehensive, child-centered procedure has advantages both for participating professionals and students being assessed. The third article, "Using Product Portfolios for Student Assessment for Gifted Programs," by Julie Duncan and Edie Dougherty, provides information on using nontraditional assessment measures. A question and answer section on various issues related to student identification including Texas rules concludes the issue. (DB)

ED 340 163 EC 300 813

Hiatt, Evelyn Levsky, Ed.; Covington, Jeanette, Ed.
Curriculum.
PUB DATE- 91
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Serials (022)
DESCRIPTORS- *Academically Gifted; *Curriculum Development;

handicapped (EH) middle school boys. An additional objective was to provide parenting classes which focused on increasing parents' knowledge and skills in improving their children's self esteem. The 8-month multifaceted program consisted of social skills training, Budzynski's Relaxation Training Program, a self-esteem improvement program, and parenting education classes. The program was evaluated by means of pre-tests, post-tests, and questionnaires (Coopersmith's Self-Esteem Inventory (CSI), the Coopersmith/Gilbert Behavioral Academic Self-Esteem (BASE), the Spielberger et al. Children's State-Trait Anxiety Inventory (STAIC), the Gresham and Elliott Social Skills Questionnaire, and the Van Nagel Parent-Child Influence Questionnaire). The evaluation indicated improved student social skills and parent-child interaction. Improved self-esteem was demonstrated on one of two measures. The goal of reducing anxiety was modestly achieved. Appendixes include: a listing of desired social skill outcomes; the manual and guide to accompany the relaxation program; the "Learning 90" Activity Book for Building Self-Esteem; and lesson plans for the parent program. Includes 57 references. (Author/DB)

ED 340 182 EC 300 832

Seraydarian, Elizabeth
A Follow-Up Study To Identify the Percentage of Appropriate Classroom Behaviors Maintained upon Return to School from Psychiatric Hospitalization.
PUB DATE- Aug 91
NOTE- 107p.; Master's Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Behavior Change; Behavior Disorders; *Behavior Patterns; Behavior Rating Scales; Classroom Observation Techniques; Elementary Education; *Emotional Disturbances; Followup Studies; Hospitalized Children; *Hospital Schools; Interaction; *Maintenance; *Mental Disorders; Peer Relationship; *Teacher Student Relationship; Time on Task

This practicum examined the maintenance in eight emotionally disturbed children (ages 7-13) of three appropriate classroom behaviors taught during a 10-week inpatient psychiatric hospitalization. In the hospital school setting the focus was on: (1) appropriate interactions with teachers; (2) appropriate interactions with peers; and (3) appropriate participation/task related behaviors. Data were obtained from teachers prior to hospital admission, during the hospitalization period, and for the duration of a follow-up study after discharge to the regular school setting. The Classroom Behavior Assessment Instrument was developed and used to rate appropriate classroom behaviors for use in treatment planning in the hospital school, to provide feedback to students and parents, and to monitor behavioral progress. Results indicated significant progress for the three target areas. Extensive appendices include a graphic analysis of student behavioral progress, information on revision and modification of the practicum, recommendations for future study, and letters used during the program. Includes 15 references. (Author/DB)

ED 340 183 EC 300 833

Wells, Patricia L.
Boys Town Education Model.
PUB DATE- Nov 91
NOTE- 20p.; Paper presented at the Topical Conference on At-Risk

provides advice for teachers in each of these areas. The section on methods discusses the learner-centered approach, the teaching implications of the eight principles of language learning outlined in Book 1, accommodating learner differences through individualized and group activities, and seven possible approaches to lesson organization. The section on resources begins by outlining criteria for selecting, adapting, and creating resources and then discusses resources that provide communicative data in the target language, resources and activities promoting communicative use of the target language, resources for whole-class, group, and individual learning, textbooks as resources, and sequencing or leveling of resources. The assessment section establishes a philosophical context for developing assessment procedures and then examines the purposes and content of assessment, methods, development of assessment activities and exercises, criteria for judging performance in activities, and links with Australian standardized tests at the secondary level. Contains more than 150 references. (MSE)

ED 340 202 FL 019 318

Scarino, Angela; And Others
Evaluation, Curriculum Renewal, and Teacher Development. Australian Language Levels Guidelines. Book 4.
PUB DATE- 88
NOTE- 47p.; For related documents, see FL 019 315-317.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Curriculum Design; *Curriculum Development; *Curriculum Evaluation; Elementary Secondary Education; Foreign Countries; Glossaries; *Inservice Teacher Education; Program Development; Program Evaluation; Records (Forms); *Second Language Programs; Staff Development; State Standards; Student Centered Curriculum; *Teacher Education Curriculum
IDENTIFIERS- *Australia; Australian Language Levels Project

The Australian Language Levels (ALL) Project offers a coherent model for elementary and secondary language curriculum design. Book 4 of the four-volume series discusses aspects of curriculum change and inservice teacher education, emphasizing the fact that curriculum and staff development are ongoing processes. A section on implementing curriculum change looks at trends and directions in curriculum development, the concept of curriculum renewal, and the teacher's role in that process. A discussion of evaluation as it relates to curriculum renewal focuses on the purposes and processes of curriculum evaluation and the use of the ALL guidelines to that end. Principles guiding and conditions promoting teacher education are examined, and general and specific issues in the planning of inservice teacher education programs are outlined. Coordination of inservice activities is also addressed. Appended materials include forms for syllabus and program evaluation, evaluation of the teaching/learning approach according to the eight principles of language learning outlined in Book 1, evaluation of resources, and evaluation of the student assessment process and method. A glossary of terms used in all four volumes of the series is included. Contains 1 reference. (MSE)

ED 340 203 FL 019 442

Wolfson, Nessa

NOTE- 81p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Classroom Techniques; *Cultural Education; Educational Objectives; Elementary Secondary Education; Foreign Countries; Information Sources; *Instructional Materials; International Educational Exchange; *Language Tests; Media Selection; Second Language Instruction; *Second Language Learning; *Student Evaluation; Teacher Developed Materials; Testing; Travel; Uncommonly Taught Languages; *Urdu
IDENTIFIERS- *United Kingdom

A resource guide for teachers of Urdu, particularly in Britain, is designed to help them improve the conditions of Urdu instruction in a variety of ways, including pressing the local education authority for better educational provision, creating instructional materials, and making the best use of available equipment and techniques. The first of five sections looks at the status of Urdu instruction in the United Kingdom and indicates how teachers can influence language instruction policy. The second section covers lesson planning, techniques for teaching speaking and learning, designing communicative activities, assessing progress, teaching Urdu script, teaching writing with a purpose, and introducing reading for meaning. Section 3, on aspects of community and culture in classroom instruction, discusses the following topics: the relationship of language, religion, and culture; incorporating friends and family into classroom discussion; arranging visits and exchanges; selecting projects and topics; and planning for an event. This chapter also offers students an introductory taste of Urdu literature. The fourth section focuses on selection and design of instructional materials and use of appropriate instructional technology. Lastly, the fifth section looks at both student evaluation (testing needs and standardized tests) and teacher training. (MSE)

ED 340 223 FL 019 939

Macrae, Joan; Rix, David
Russian. Resource Guides for Teachers.
PUB DATE- 91
NOTE- 72p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Cultural Education; Foreign Countries; Higher Education; Information Sources; *Instructional Materials; Intermediate Grades; International Educational Exchange; *Language Tests; Material Development; Media Selection; *Russian; Secondary Education; Second Language Instruction; *Second Languages; Standardized Tests; *Student Evaluation; Teacher Developed Materials; Testing; Travel
IDENTIFIERS- United Kingdom

This resource guide for teachers of Russian in the United Kingdom contains 11 chapters designed to encourage and support secondary school Russian language instruction. The first chapter discusses the status and potential of Russian instruction in the United Kingdom. The second chapter addresses topics in instructional management, including identification of learner needs, using available resources, and evaluating instructional materials. Filling in the gaps in instructional

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Classroom Environment; *Classroom Techniques; Elementary Secondary Education; Foreign Countries; *Pacing; *Second Language Instruction; Student Attitudes; *Student Behavior; *Student Participation
IDENTIFIERS- United Kingdom

This guide is designed to assist British language teachers in organizing language lessons to offer opportunities for real communication and lively interaction while maintaining a reasonable working atmosphere for both pupils and teachers. The guide suggests ways to avoid creating unnecessary problems, respond constructively to classroom problems that do arise, and reduce the need for overtly imposed control. The first section offers help in anticipating the effect of a given activity, recommending that teachers ask whether: (1) the activity has the result of stirring up or settling the class; and (2) in what ways it involves the learner, mentally and physically. Some insights into the relationship between student involvement and behavior are offered. The second section provides specific techniques for adjusting an activity to provide the same linguistic experience while creating a different mood in the classroom, including changing the behavior of an individual student, increasing actual class occupation, and increasing mental engagement. The third section discusses adjustments in the sequence of activities to: (1) start a lesson in a way that calms students; (2) place lively work between calm phases; and (3) improve management of longer lessons. Some final, general comments on class management are also offered. (MSE)

ED 340 244 FL 019 967

Holmes, Bernardette
Communication Re-activated: Teaching Pupils with Learning Difficulties. Pathfinder 6.
PUB DATE- 91
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Attitude Change; Change Strategies; *Classroom Environment; Classroom Techniques; Elementary Secondary Education; Foreign Countries; *Individualized Instruction; Kinesthetic Methods; *Language of Instruction; Language Role; *Learning Problems; Second Language Instruction; *Second Languages; Singing; *Student Attitudes; Student Motivation; Visual Aids
IDENTIFIERS- United Kingdom

Suggestions for individualizing language instruction for students in England with learning problems are offered. Following an introduction, the second section looks at techniques for involving students in the presentation phase of a lesson through use of visual aids, mime, rhythmic chanting, and song. The third section discusses ideas for creating a classroom environment in which students use the target language more freely. They include setting an example, creating a secure environment, and increasing exposure to the language. Useful games, chants, and classroom resources are suggested. The fourth section contains specific ideas for practice and support in the pre-communicative phase of language learning. The fifth section gives hints for organizing a multi-activity classroom, and the sixth offers ideas and activities for maintaining student motivation in the critical fourth year of language

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; Curriculum Development; Educational Finance; Ethics; Higher Education; Hospitals; Institutions; *Medical Education; *Medicine; Opinions; *Teaching Hospitals; Universities
IDENTIFIERS- *American Medical Association; Association of American Medical Colleges; *Liaison Committee on Medical Education

Modern American medical education has its roots in the mid-nineteenth century when the idea of medical practice as an assortment of independent private ventures became institutionalized, and when the wealth of the industrial revolution led to the adoption of German standards of academic medical research. These events set the stage for our currently highly academic, research dominated teaching establishment with a rigid administrative and curricular form enforced by the American Medical Association, the Association of American Medical Colleges and the Liaison Committee on Medical Education. Despite many pressing problems, fundamental change seems unlikely due to strong tradition and the medical establishment's financial success. This book suggests the following changes: a definition of physician which goes beyond "independent, unsupervised practitioner"; strategic planning by individual medical schools and by the larger national bodies; increased emphasis on issues of delivery of medical care; an attempt to widen medical school programs; more publicity given to physicians doing socially-oriented research in community health; and an abandonment of the traditional fear among doctors of governmental interference and instead a willingness to enter into the discussion of issues relating to current health care problems and the government's role. A bibliography of approximately 120 items and an index are included. (JB)

ED 340 266 HE 024 909

Weimer, Maryellen, Ed.
The Teaching Professor. Volume 4. Numbers 1-10, January 1990-December 1990.
PUB DATE- 90
NOTE- 70p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cheating; *Classroom Techniques; *College Faculty; *College Instruction; *College Students; Cooperative Learning; Higher Education; *Instructional Improvement; Reading Assignments; Research; Student Attitudes; Student Development; Student Evaluation of Teacher Performance; Teacher Attitudes; *Teacher Improvement; Teaching Methods; Writing Assignments

The 10 editions of the newsletter provide a forum for the sharing of research findings, observations, instructional strategies, and opinions on subjects pertaining to college level teaching and college faculty. Multiple subjects are discussed in each issue and are often based on recent books. Among the topics covered and the issues in which they are located are the following: (1) suggestions as to what constitutes good college teaching, cheating, and textbook evaluation (January); (2)

"Communication Modules for Vocational Teachers: Encouraging Reflection on Communication Practice" (Saunders); "Providing for Students from Non-English-Speaking Background in Vocational Education" (Brown); "The Technician Workforce--Sector Changes as an Economy Restructures: Implications for Training" (Whisker); "Using a Journal in Developing Teaching Skills: An Evaluation" (Gonczi); "Block Training for New South Wales TAFE Teacher: An Evaluation over Three Years" (Watson); "The Learning Contract Method as a Means of Developing Self-Directed Learners: Evaluation, Study, and Implications for the Development of Adult Educators" (Bennett, Field); "The Organization and Development of a Relevant Research Program: The ITATE Experience to 1988 and Beyond" (Schaafsma); "Critical Thinking as a Prerequisite for Reflective Teaching" (Hager); "Future Directions on Research in Vocational Teacher Education" (Kaye); and "Sticks and Carrots: A Managed Change of Traditional Approaches to Training" (Burleigh). (CML)

ED 339 806 CE 052 433

International Conference on Recent Research and Development in Vocational Education (Adelaide, South Australia, Australia, March 12-19, 1989). Additional Papers.
PUB DATE- Mar 89
NOTE- 154p.; For volumes I and II, see CE 052 431-432.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Proceedings (021)
DESCRIPTORS- Cooking Instruction; Disabilities; Distance Education; Engineering Education; Foreign Countries; Higher Education; Keyboarding (Data Entry); *Non English Speaking; Nontraditional Occupations; Older Adults; Postsecondary Education; Research and Development; Secondary Education; *Teacher Education; Tourism; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Australia; England (Liverpool); *TAFE (Australia)

The conference recorded in this document covered a wide variety of themes and consisted of keynote addresses, research presentations, and workshops. The following keynote addresses are include: "Some Recent TAFE National Centre Research and Development in Australian Vocational Education" (Hall); "Vocational Teacher Education: Principles, Practices, Problems, and Promising Directions" (Magisos); and "Educational Training, Industry, and Commerce in the Future--A Contribution Concerning the Needs of School and Teacher Training" (Dahncke). The following research presentations appear: "Getting the Right People: Selection of Tourism Students--A Case Study" (Maddocks); "The TVEI. The University of Liverpool/North West TVEI 16-18 Curriculum Enrichment Program" (Macintosh); and "Keyboarding--A Valuable Skill" (Coleman). The following workshop presentations appear: "An Experimental Study of Incorporating Creative and Inventive Concepts into Vocation High School Curricula (A Correction)" (Wu); "Recent Developments in the Training of Trainers for Vocational Education in Europe" (Peak); "Distance Education: Mid-Career Upgrading and TAFE-Higher Education Articulation" (Atkinson, McBeath); "Engineering Education--Problemsolving Is a Strategy that Appeals to Girls" (Payget); "The Development of Access Mechanisms to Vocational Training for People of Non-English Speaking Backgrounds" (Kelly, Gill); "Introduction to Microwave Cookery for Disabled/Aged Persons" (Cooper); "Equal Opportunities Panelist Training" (Frazer, Ottrey); "The Non-

Living; Job Skills; *Job Training; Labor Force; Labor Market; *Middle Aged Adults; *Older Adults; Self Esteem; Services; Sex Discrimination; Vocational Followup
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; Job Training Partnership Act 1982; Older Americans Act 1965 Title V

Midlife and older women are at an economic disadvantage relative to their male counterparts and younger women. Older women should be served by the nation's employment, training, and vocational programs. Interviews with participants and operators of employment and training programs identified six program components needed to serve older women: (1) esteem building and career information; (2) education and basic skills; (3) occupational skills training; (4) support services; (5) follow-up assistance; and (6) targeted funding. Participation by these women in three federal programs was examined: the Job Training Partnership Act, the Carl D. Perkins Vocational Education Act, and Section 502(e) of Title V of the Older Americans Act. None of the three federal programs regularly provides all six components. Six policy recommendations would improve job training and employment programs: adequate funding, language targeting older women, better coordination, support services, a universal data collection system, and federal leadership in knowledge exchange. Present and proposed federal provisions that support older women's economic self-sufficiency through employment should be reviewed by policymakers, administrators, and advocates to formulate strategies. (Endnotes and summary descriptions of the three federal programs are included.) (NLA)

ED 339 826 CE 059 699

Owens, Christine L.; Koblenz, Esther
Paying for Prejudice: A Report on Midlife and Older Women in America's Labor Force. 1991 Mother's Day Report.
SPONS. AGENCY- American Federation of State, County and Municipal Employees, Washington, DC.; Edison Electric Inst., Washington, DC.
PUB DATE- 91
NOTE- 17p.; Also funded by Chevron USA Inc., Peg Yorkin, and United Food and Commercial Workers International Union.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Aging (Individuals); Black Employment; Career Ladders; Economic Factors; *Employed Women; *Equal Opportunities (Jobs); *Feminism; Labor Force; Labor Market; Managerial Occupations; *Middle Aged Adults; Occupational Clusters; *Older Adults; Part Time Employment; Poverty; Professional Occupations; Racial Bias; Salary Wage Differentials; Sex Bias; *Sex Discrimination; Unions

Although midlife and older women comprise an increasing portion of the work force, gains in work force participation will not mean a decent living, security, or equal opportunity in the workplace of the future. Several factors influence the wage gap for older women: higher education does not mean higher earnings; women are less likely than men to have union representation; and wage-setting practices have depressed earnings. The work force is segregated by sex, with women, especially older and black, disproportionately concentrated in low wage jobs. Even within female-dominated occupations, men earn more than women and move up the career ladder faster than women. Segregation is not diminishing: comparatively few older women work as managers or professionals. Discrimination plays a significant role in limiting older women's choices and roles in the workplace. Past employment discrimination penalizes older discussion was supplemented by visits to universities for the aged in Wuhan, China. Recommendations were made for implementation of opportunities for education by and for the elderly. (A list of participants is included in the report.) (KC)

ED 339 844 CE 059 766

Micro Computer Technician Course. Course Design, Course Curricula, Learning Units, Resource Requirements. InfoTVE 14.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 90
NOTE- 238p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Computer Peripherals; *Computer Science Education; Course Content; Course Descriptions; Drafting; Electric Circuits; Electromechanical Technology; *Electronics; *Electronic Technicians; Engineering Technicians; Foreign Countries; *Microcomputers; Postsecondary Education; Programing; Student Evaluation; *Technical Occupations
IDENTIFIERS- *Computer Technicians

This guide to the core curricula for the training of microcomputer technicians is designed for school leavers after 10 or more years of general/vocational education with a science and mathematics background. The 2-year course is to be administered in four semesters. An introductory outline of course design and curricula provides the rationale, entry level and entry criteria, job functions that course completers can perform, course objectives, course pattern, course contents, teaching and support staff, and assessment scheme. The course contains 15 units, each of which consists of learning units. Each unit begins with a list of objectives, theory and practical content, and a list of references. Course unit titles are as follows: industrial organization and communication; electronic components, hardware, and devices; basic electronic engineering; workshop practice; electronic circuits and linear integrated circuits; digital electronics and test equipment; electronics drafting; project work in electronics; microcomputer hardware; computer organization and high-level programming; project work in microprocessors; computer installation and maintenance; computer peripherals; system diagnostics and fault-analysis; and project work in hardware and data communications. Information on staffing requirements, a recommended list of equipment and machinery, and a list of acronyms used in the document are also provided. (YLB)

ED 339 845 CE 059 767

Developing Human Capital: A Five-Year Plan for Enhancing Literacy in Texas. Presented to the Governor of Texas, the Lieutenant Governor of Texas, the Speaker of the House, Members of the 72nd Legislature.
PUB DATE- 91
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills;

values and social responsibility are internalized. A comprehensive plan must integrate the resources of family, school, workplace, and community to encourage the highest skill, quality, and productivity in the workplace. (Sections for parents, educators, students, and employers contain summary steps to follow for attaining a strong work ethic. Members of NCVE, the Work Ethic/Self-Esteem Committee members, and 57 references are included.) (NLA)

ED 339 863 CE 059 800

Isserlis, Janet; And Others
Adult Academy Tutor Training Manual.
PUB DATE- 91
NOTE- 153p.; Parts of this handbook have been adapted from "A Hand-Book for Practitioners: ESL/Literacy for Adult Non-Native Speakers of English," Literacy/ESL Program, International Institute of Rhode Island, 1991.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Community Education; Community Involvement; Curriculum Guides; *English (Second Language); Learning Activities; Learning Theories; Methods; Problem Solving; Teacher Education; *Tutoring; Workshops
IDENTIFIERS- Volunteers in Service to America

This handbook is for volunteer tutors, student interns, and VISTA volunteers working with adult basic education (ABE) and English-as-a-Second-Language (ESL) learners. The community-based handbook contains information about adult literacy and tutoring--what tutors do, who the learners are, and how the literacy learning process works. Introductory pages describe the Adult Academy of Rhode Island, its literacy programs, community-based education, and an overview of literacy learners, ESL, and reading and writing. The next section covers the following: a comparison of traditional and learner-directed education models, an introduction to problem solving in tutoring, an overview of learners' literacy and educational needs, and suggestions for observing learners. A section on getting started explains the rationale behind a learner-centered approach to adult literacy learning, presents some basic teaching tools, and provides activities and materials to use with specific topics such as family housing, work, and transportation. Included with this section is a sample curriculum and lesson plan. Specific practices for ABE and ESL form the content of the next two sections, followed by a discussion of tutors' roles and responsibilities. The next section catalogues a wide range of approaches and activities: audiotapes; bingo; cloze; dialogue journals; dyads; flashcards; grids; interview/information grids; alphanumeric grids; hangman; language experience approach; operations; pair work; photos; picture stories; realia; scrambling/sequencing; total physical response; visuals; and writers' groups. Four learner-generated publications and 21 books/materials from publishing houses are included. The concluding section provides suggestions for tutors and learners and tutor responses from workshops using this handbook. (NLA)

ED 339 864 CE 059 801

computer numerical control (CNC) turning center. The course consists of seven units. Unit 1 discusses course content and reviews and demonstrates set-up procedures for various tool length compensation methods. Unit 2 instructs the student in methods of recovering from emergency stop or feed hold conditions, the trial run of a part, and methods of adjusting machined dimensions using program editing and offset register adjustments. Unit 3 lists almost all the errors that the student may encounter. In units 4-7, the student performs a set-up and program verification of the following: (1) a CNC program using point to point and linear interpolation programming methods; (2) two more CNC programs while being introduced to the concepts of tool nose radius compensation; (3) a CNC program using circular interpolation methods; and (4) a CNC program using metric units of millimeters for positional data. Contents of each unit include an introduction, list of objectives, contents, and materials for three sections. These sections contain narrative instructional materials, an assignment section that requires written answers, a project section with instructions and necessary data sheets, and competency check list. (YLB)

ED 339 881 CE 059 828

Skowronski, Steven D.; Tatum, Kenneth
CNC Turning Center Advanced Operations. Computer Numerical Control Operator/Programmer. 444-332.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- 90
NOTE- 232p.; For a related manual, see CE 059 827.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Competenc, Based Education; *Computer Assisted Manufacturing; Computer Science Education; Electronic Control; Instructional Materials; Learning Activities; *Machine Tool Operators; Machine Tools; Manufacturing Industry; *Numerical Control; Programers; *Programing; Technical Education; Technical Institutes; Two Year Colleges

This student guide provides materials for a course designed to introduce the student to the operations and functions of a two-axis computer numerical control (CNC) turning center. The course consists of seven units. Unit 1 presents course expectations and syllabus, covers safety precautions, and describes the CNC turning center components, CNC control panel, and cathode ray tube (CRT). Unit 2 teaches manual operation of the machine tool axes and spindle for the purpose of homing or orientating the machine tool, manual tool loading and turret indexing, tail stock positioning, and soft key and CRT menu functions. Unit 3 prepares the operator to execute short programs created through the use of the Manual Data Input mode of the control panel and the exit mode. Unit 4 introduces a method of setting up the CNC turning center machine tool and program verification or prove-out procedures. Unit 5 introduces a new and unique concept in lathe tooling systems--Quick Setter and Quick Change Tool. Unit 6 instructs the student in canned cycle machining. Unit 7 introduces the set-up and operation of part programs that require the use of the tailstock for threading and grooving operations. Contents of each unit include an introduction, list of objectives, contents, and materials for three sections. These sections contain narrative

(1) information on prerequisites, required and recommended references, learning activities, and objectives; (2) topic outline; (3) evaluation criteria; (4) an instructor guide that lists references, suggests lecture notes, specifies equipment needed, and provides transparency masters and handouts; (5) a student study guide; and (6) evaluation questions. (KC)

ED 339 899 CE 059 859

Shepard, Del
Entrepreneurship Education Project in Vocational Education Programs. Survey of Program Coordinators.
SPONS. AGENCY- Iowa State Dept. of Education, Des Moines.
PUB DATE- Jun 88
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Awareness; *Cooperative Programs; *Coordination; *Entrepreneurship; Inservice Teacher Education; Instructional Materials; Integrated Activities; Postsecondary Education; Program Development; Program Effectiveness; Secondary Education; Teaching Methods; *Vocational Education
IDENTIFIERS- *Iowa

A survey determined the effectiveness of entrepreneurship education within Iowa school systems. Twenty-four teacher/participants in inservice secondary and postsecondary vocational education training who requested and received PACE (Program for Acquiring Competence in Entrepreneurship) materials were surveyed with a 92 percent response rate. Seventy-seven percent of the respondents indicated that units were available. Sixty-four percent had received training during the past 3 years. A total of 1,110 students received instruction each year. Seventy-three percent of the students had a realistic option of going into business. Twenty-one respondents said that activities are managed individually. Results indicated that practicing entrepreneurs are involved in teacher education programs. Understanding alternative methods of becoming an owner and assessing personal strengths, weaknesses, and resources for career decision making were the most important skills required. The most effective way of providing education was to integrate courses within a vocational program. Fifty percent believed that adequate entrepreneurship education is readily available. (Six recommendations are listed for Iowa's vocational education programs: course development; broader programs; additional inservice training; expanded awareness; more instructional materials; and increased student awareness. Appendix A contains the survey form for program coordinators of entrepreneurship education in vocational education and appendix B contains survey responses.) (NLA)

ED 339 900 CE 059 860

Shepard, Del
Telemarketing. Curriculum Guides and Content Outlines for Telemarketing: Entry-Level Position.
SPONS. AGENCY- Iowa State Dept. of Education, Des Moines.
PUB DATE- Sep 87
NOTE- 109p.; For a related curriculum guide, see CE 059 861.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

evaluation process, and outlines the evaluation report. In section 4, information gathering and analysis are explored, including gathering data on factors in the environment and on program factors. The fifth section provides a background and rationale for evaluation of workplace literacy programs through a review of literature; 28 references are listed. The sixth section examines the technical aspects of formal evaluation, including defining evaluation, its purposes, data gathering methods and tools, data analysis, and tools for communicating the findings. Thirteen references on program evaluation are provided. (KC)

ED 339 918 CE 059 884

Owens, Thomas; Cohen, Carolyn
Northwest Entry-Level Worker Study.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 30 Sep 91
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; *Educational Needs; *Employee Attitudes; *Entry Workers; *Fringe Benefits; Futures (of Society); Job Skills; Job Training; *Productivity; Quality of Working Life; Wages; *Work Attitudes; Work Environment
IDENTIFIERS- Hawaii; Idaho; Oregon; Washington

A survey elicited workers' opinions in five areas: (1) essential skills, attitudes, and behaviors needed on the job by entry-level workers; (2) the purposes, content, and delivery of training needed and desired by workers; (3) productivity; (4) workplace environment; and (5) employee benefits. Information was gathered through written surveys of randomly selected workers and companies in Hawaii, Idaho, Oregon, and Washington. A total of 9,328 workers in 1,342 companies were sampled; 1,857 workers in 468 companies responded. Of the respondents, 61 percent were female, 65 percent were white, and 17 percent Asian/Pacific Islander. Workers averaged 2-5 years in their jobs; 62 percent earned $3.85-7.99 per hour, and 24 percent earned $8.00 or more per hour. Some of the findings, organized in the five areas studied, are as follows: (1) entry-level workers agreed with employers on important skills and attitudes, and 90 percent of those surveyed said these skills and attitudes were already present; (2) drugs and alcohol were seen as problems; (3) 78 percent of the workers desire more training; (4) more than 75 percent of the workers had made suggestions to improve productivity; (5) 85 percent of the workers liked their work environment, although many thought they were not paid fairly; and (6) many workers lack benefits. Policy implications to be studied include increased training, the problems of illiterate workers, and needs for benefits and dependent care. (The survey form and 29 references are included.) (KC)

ED 339 919 CE 059 887

Irwin, Paul M.
Adult Literacy Issues, Programs, and Options. CRS Issue Brief. Updated.
PUB DATE- 5 Apr 91
NOTE- 16p.; Revised version of ED 317 794.
LANGUAGE- English

physical training area and more on academics and on a counseling component that would cut back on the number of areas covered but would focus more deeply on those that remained. Group schedules, instruments used in data collection, and a sample data log are appended. (LLL)

ED 339 936 CG 023 837

Drug-Exposed Kids: A Crisis in America's Schools. Hearing before the Select Committee on Narcotics Abuse and Control, House of Representatives. One Hundred Second Congress, First Session.
PUB DATE- 13 Sep 91
NOTE- 134p.; Portions contain small/marginally legible print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Children; *Drug Abuse; Elementary School Students; Elementary Secondary Education; Hearings; Parent Child Relationship; Pregnancy; *Prenatal Influences; Secondary School Students; Substance Abuse
IDENTIFIERS- Congress 102nd; *Fetal Drug Exposure

This report of a congressional hearing presents information on children exposed to drugs prenatally and their later educational problems. The document begins with an opening statement and a prepared statement from Representative Charles B. Rangel. Testimony and prepared statements from the following witnesses are included: (1) Evelyn Davis, Assistant Professor of Pediatrics, Department of Pediatrics and Department of Child and Adolescent Psychiatry, Harlem Hospital Center; (2) Charlie Knight, Superintendent, Ravenswood City School District, East Palo Alto, California; (3) Diane Powell, Director, Project DAISY, District of Columbia Public Schools; (4) P. Michael Timpane, President, Teachers College, Columbia University, New York, New York; (5) Robert Chase, Vice President, National Education Association; (6) Elaine M. Johnson, Director, Office for Substance Abuse Prevention, Alcohol, Drug Abuse, and Mental Health Administration, Public Health Service, Department of Health and Human Services; and (7) Beny J. Primm, Associate Administrator for Treatment Improvement, Alcohol, Drug Abuse, and Mental Health Administration, Public Health Service, Department of Health and Human Services. The appendix includes a statement by Representative Jim Ramstad on the problems of drug-exposed children. (ABL)

ED 339 937 CG 023 838

Zimet, Gregory D.
Attitudes of Teenagers Who Know Someone with AIDS.
PUB DATE- Aug 91
NOTE- 6p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; Health Education; High School Students; Junior High Schools; Junior High School Students; *Student Attitudes

These studies examined how knowing someone with Acquired Immunodeficiency Syndrome (AIDS) or Human Immunodeficiency Virus (HIV) influences AIDS-related attitudes in adolescents. An initial study demographically matched 25 Cleveland junior and senior high school students who indicated knowing a person also significant: age and family sex communication for instrumentality; age and family structure for instrumentality; family structure and classification for communion; gender and classification for instrumentality; and gender and family structure for instrumentality. It was recommended that the study be replicated, with: a larger random sample of college students in various geographical areas; adults not in college; students still living at home; longitudinal data; and the use of the BEM Sex Role Inventory. (Author/LLL)

ED 339 955 CG 023 857

Barrett, Hannah J.
Drug Use in Rural Kansas Fifth- and Sixth-Graders.
PUB DATE- 90
NOTE- 141p.; M.S. Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Drinking; *Drug Abuse; *Drug Use; *Elementary School Students; Family Influence; Grade 5; Grade 6; Intermediate Grades; Peer Influence; *Rural Youth; Self Concept; Smoking; Substance Abuse
IDENTIFIERS- *Kansas

The use and abuse of dangerous and illicit drugs, particularly among young people, continues to rise despite recent efforts to develop and implement drug education programs in schools. This study investigated substance use by rural Kansas fifth and sixth graders. Independent variables were gender, family structure, perceived relationship with parents, family substance use, attitude towards family, peer substance use, and self-concept. Dependent variables were number of cigarettes smoked, frequency of cigarette use, amount of alcohol use, frequency of alcohol use, frequency of smokeless tobacco use, and frequency of marijuana use. The sample consisted of 160 students, comprised of 71 fifth graders, 89 sixth graders, with 78 males and 82 females. A status survey design was employed using a three-way analysis of variance. Results showed peer substance use was a significant main effect for all dependent variables, and was more influential when attitude towards family was average to poor. Higher family substance use resulted in significantly higher mean use by subjects in 11 out of 15 interactions. Subjects with poor self-concept who were users nearly always reported greater mean use than those with positive self-concepts. Although peer influence is a significant factor, this study supports the importance of low substance use by family, and of maintaining a working relationship with the child in reducing substance use among rural elementary students. (Author/LLL)

ED 339 956 CG 023 858

Diehl, Ron J.
Job Satisfaction in Correctional Officers.
PUB DATE- 23 Jul 91
NOTE- 150p.; M.S. Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Correctional Institutions; *Employee Attitudes; *Employer Employee Relationship; *Job Satisfaction
IDENTIFIERS- *Correctional Officers

IDENTIFIERS- Family Work Relationship

The intersection of work and family life has always been a popular topic of discussion among family theorists. This study examined human service employees in direct service positions coping with work stress, family stress, and work-family conflict. The effects of work stress, family stress and work-family conflict on depression were examined. Depression was defined as the chronic experience of dysphoric mood accompanied by multiple chronic somatic complaints, and the maintenance of negative and anhedonic beliefs. Subjects met the following criteria: (1) married or cohabiting with an opposite-sex partner; (2) working full-time; and (3) having some direct contact with agency clientele while delivering human services. There were 86 women and 34 men, with 72 married with children and 48 cohabiting. The sample reported moderate levels of work stress, family stress, economic stress, and low levels of parenting stress. Work-family conflict was moderate, while depression was low. Family-restructuring and emotion-focused coping levels were moderate and work-restructuring was low. The assumption that human service workers would report high levels of stress might have been violated because the sample experienced little stress or subjects were reluctant to report stress. The only significant gender difference was that women reported higher levels of family restructuring than men. This may indicate that women continue to maintain a primary commitment to childcare and household duties. (LLL)

ED 339 975 CG 023 888

Birbilis, Jean Marie; Seals, James M.

The Relationship of Sense of Humor and Hostility to the Type A Behavior Pattern.

PUB DATE- 13 Nov 91

NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 13-15, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Counseling Techniques; Heart Disorders; *Hostility; *Humor; Two Year Colleges; Two Year College Students; *Type A Behavior

The need for treatment and prevention of cardiovascular heart disease (CHD) cannot be overestimated. There have been attempts to treat and prevent CHD by focussing on the relationship between a psychosocial factor, Type A Behavior Pattern (TABP), and CHD. Recent research suggests a consistent relationship between hostility, (a characteristic previously attributed to TABP), and CHD, but an inconsistent relationship between hostility and TABP. Researchers now propose that hostility is the critical psychosocial factor associated with CHD. Absence of a sense of humor has also been proposed as a characteristic of TABP, and nonhostile sense of humor would seem to be incompatible with hostility. This study assessed the relationships among sense of humor, hostility, and TABP using multiple regression. Junior college students (N=151) were given four questionnaires: Jenkins Activity Survey, Situational Humor Response Questionnaire, Novacco Anger Scale, and a demographic questionnaire. Results suggest that hostility significantly accounts for about four percent of behavior pattern variance while sense of humor does not account for any variance. The meaning of the results pertaining to sense of humor is unclear

IDENTIFIERS- *Bettelheim (Bruno); *Freud (Sigmund); Reading Motivation

This document offers the point of view that Bruno Bettelheim's writings, based on Sigmund Freud's approach to education, suggest the most practical applications for achieving positive results within the classroom. The overall result of a student being taught all through school by the Freudian method would be an extremely positive one. Such a method would take an emotional and individualized approach, and be based on beliefs that learning disabilities of most students are linked to emotional problems, that children should be stimulated in their reading, that teachers influence students' lives, and that people seek pleasure and avoid pain. This method creates the most positive atmosphere within a classroom. From this positive atmosphere, positive effects are achieved in the subject matters of both the sciences and the arts. Creating a love of learning in the student develops the student in a well-rounded manner. The experiences and change of attitude that both a student and teacher gain represent the effectiveness of a Freudian approach to learning. The extensive successful work Bettelheim has done with emotionally deprived children proves the success of the approach. Only through this emotional involvement is meaningful advancement in children evident. Students, after learning to trust their teachers, begin to diminish the emotional blocks that impede their intellectual development. (RS)

ED 339 995 CS 010 772

Rogers, Sue F.

Teaching Reading Methods: Their Uses, Including Successes and Failures, When Teaching Chinese Teachers Oral English.

PUB DATE- Nov 91

NOTE- 19p.; Paper presented at the College Reading Association Conference (Crystal City, VA, November 1-3, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cultural Context; *English (Second Language); *English Instruction; Foreign Countries; Higher Education; Intercultural Communication; *Reading Instruction; Reading Writing Relationship; *Speech Communication; *Teaching Methods

IDENTIFIERS- *China; Reading Speaking Relationship; Yantai University (China)

A research project investigated the efficacy of reading methods utilized when a writer was on a sabbatical in the Shandong Province, People's Republic of China, teaching an Oral English Workshop for Chinese teachers of English at Yantai University. At the beginning of the project, students were assessed and placed into three levels based on their ability to answer oral questions. The curriculum included such techniques as letter writing, storytelling, reading of periodicals and newspapers, nature walks, singing, "jazz chants," verbal games and jokes, and collaborative projects. Students indicated, in an evaluation at the end of the course, that they profited most from storytelling, role playing, direct instruction and practice in phonology, collaborative group work, and the modeling of teaching methods. Students also indicated that they wanted more work in American literature, especially stories, essays and articles on American history, and more variety in magazines and information about American customs. They did not, however, care for studying the texts with essays and stories on

Student Relationship; *Writing Assignments; *Writing Improvement; *Writing Instruction; Writing Processes
IDENTIFIERS- *English Teachers

Writing is at the heart of education. The business of English teachers is to make people more comfortable in using language, particularly written language. Language serves two broad functions: (1) representing elements of external reality; and (2) defining relationships among the people who use the language. The writer's first need is to use the language to control, not eliminate, experience. The teacher's problem is to recognize where a student stands between the raw materials of life and the formulae of language. Assigning students to focus on autobiographical events is advantageous in that the events are subject to many levels of treatment, while still being based on student knowledge. Teachers may call upon student writers to make the leap from personal experience to abstraction, but the weak writer may merely paraphrase what others have written previously. Peer-directed writing emphasizes the difference between the writer's intention and the awareness of the reader. The teacher can make inferences from a student's writing errors about the student's mental processes, and can then provide feedback to the student. The teacher's goal is not to give information but to lead students to understand how language defines their relationships to other people and the external world, balancing the relationships among writer, reader, external reality, and means of signification. Errors regarding variations in usage, dialect, decorum, relationship, and tact all can send signals to the reader. To the student writer, the teacher should represent the audience--the fellowship of all who live by language. (SG)

ED 340 016   CS 213 082

Tchudi, Stephen
Planning and Assessing the Curriculum in the English Language Arts.
PUB DATE- 91
NOTE- 116p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Design; *Curriculum Development; *Curriculum Evaluation; Elementary Secondary Education; *English Curriculum; *Language Arts; Theory Practice Relationship
IDENTIFIERS- Curriculum Emphases

Resisting the notion that there is a single English language arts curriculum that all schools can or should follow, this book focuses on processes for designing, implementing, and evaluating curriculums suited to the needs of individual schools and students. Part 1 of the book (The English Language Arts Curriculum in the 1990s), provides the theoretical underpinnings for this approach to curriculum. It begins with a historical overview of the evolution of English language arts programs. It then describes the origins of a "new English" that has been emerging over the past 3 decades and outlines its most promising characteristics. Part 2 of the book (Successful Curriculum Development in the English Language Arts), presents current curriculums and patterns of development. One chapter reports a survey of national Centers of Excellence in English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Creative Writing; Grade 6; Intermediate Grades; *Microcomputers; *Middle Schools; Student Attitudes; *Writing Attitudes; *Writing Improvement; *Writing Skills
IDENTIFIERS- Middle School Students; *Story Writing

A practicum used computers to improve the use of standard English and the attitude towards writing of a group of middle school students in a predominantly Nicaraguan neighborhood in a large metropolitan area. The project was directed towards 32 sixth- to eighth-graders of average ability who were enrolled in an introductory computer literacy/applications course. In this classroom, 56.25% of the students were Nicaraguan, 12.5% were White Non-Hispanic, and 31.25% were Black. Out of this group, 10 sixth-graders were targeted for the research project on the basis of low scores: (1) on the Stanford Achievement Test; and (2) on a holistically assessed writing sample. An attitude survey was also administered. After the 8-week implementation period, an assessment of students' stories showed that they had improved their use of standard English, and the post-treatment attitude survey indicated that students enjoyed writing the stories and felt more positive about the writing process. (Four tables of data and 14 references are included. Seven appendixes--including a school improvement plan, writing attitude presurvey and postsurvey, holistic grading criteria, and stories written by two students--are attached.) (SR)

ED 340 037 CS 213 116

Brand, Alice G.
Constructing Tasks for Direct Writing Assessment: A Frontier Revisited.
PUB DATE- 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Higher Education; Secondary Education; *Test Construction; Test Validity; *Writing Evaluation; *Writing Tests
IDENTIFIERS- *Writing Tasks; *Writing Test Prompts

Since the 1980s, composition studies have considered the steps to be taken before assessment: designing the test essay question. While large-scale assessment has little control over writing variables (such as students' learning styles, their reading ability, and their interpretation of the topic), the content or the topic of the writing prompt and the procedures for writing can be manipulated, or at least acknowledged. In 1984, A. C. Purves and his colleagues classified 15 dimensions of the writing task that could be brought to bear on a writing prompt. This list provides a sense of the options available even though only a few can be dealt with on any one test. Ways to overcome the problem of choosing an appropriate topic include: select a topic of more or less equal familiarity to all students; generate a pool of topics of similar difficulty; supply the information for the topic; and allow students to write about whatever subjects they care about and/or believe they have the most knowledge of. A study comparing three topical structures in the writing prompt found that their utility depended upon purpose. In the interests of consistency, topics across an assessment and the accompanying instructions should share is attached.) (RS)

ED 340 055 CS 507 643

Porter, Laurinda W.
Identification and Consubstantiation in the 1988 California Primary Campaign Rhetoric of Jesse Jackson: A Burkeian Approach.
PUB DATE- 2 Nov 91
NOTE- 28p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Awareness; Discourse Analysis; *Elections; *Persuasive Discourse; *Political Candidates; *Presidential Campaigns (United States); Public Speaking
IDENTIFIERS- *Burke (Kenneth); California; *Jackson (Jesse); Presidential Primaries

In 1988, Jesse Jackson was the second most successful candidate for the Democratic presidential nomination, finishing behind Michael Dukakis. While Jackson displayed extraordinary rhetorical talent and articulated a view of America unlike that of other candidates, little scholarly attention has been paid to his rhetoric. Examination of four of Jackson's speeches delivered during the 1988 California primary campaign reveal a strategy of creating identification with audiences. Such a strategy reflects Kenneth Burke's theory of rhetoric as symbolic action. Jackson is capable of assessing an audience and adapting his topic choice quickly to that group. The candidate's use of nonverbal elements as signs of character that an audience respects mirror Burke's notion of "conduct" that an audience finds "admirable." In his speeches, Jackson delivered a message about the need for change and ways to achieve it. Jackson presented themes consistently, but altered topics and presentation methods to suit the audience before him. In the end, Jackson received 32 percent of the California primary vote, compared to Dukakis' 68 percent. Jackson's rhetorical talents, including especially his ability to create identity with audiences, contributed to his 1988 successes. He achieved his goal of transforming audiences and helping them see the power they possessed. (Twenty-eight references are attached.) (SG)

ED 340 056 CS 507 650

Miller, Vernon; And Others
Integrating Micro-Macro Organizational Communication Research: Rationale, Issues, and Mechanisms.
PUB DATE- 1 Nov 90
NOTE- 51p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991). Best available copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Communication Research; Higher Education; *Meta Analysis; *Organizational Communication; *Research Methodology; Research Needs; Theory Practice Relationship
IDENTIFIERS- Research Suggestions

The integration of micro-macro variables is critical to the development of organizational communication as an academic

PUB DATE- 2 Nov 91
NOTE- 21p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Court Litigation; *Debate; *Educational Improvement; Higher Education; Justice; *Persuasive Discourse; *Rhetorical Criticism
IDENTIFIERS- Burden of Proof; *Cross Examination Debate Association; Debate Theory; *Presumption (Debate)

Presumption has played a major role in the administration of justice since ancient times, and has a venerable tradition as a component of debate theory. In Cross Examination Debate Association (CEDA) competition, however, the locus of presumption is uncertain. Some authors would place the presumption with one side (typically the negative), while others would leave that determination to the auditor. The test of a legal principle's relevance to debate is whether that principle makes debate more equitable or enhances debate's educational value. In debate, a presumption requiring one side to prove its position beyond a reasonable doubt would be arbitrary and would not improve the educational value of debate. The proof standard of civil litigation, that a proposition be proved by a preponderance of the evidence, would be a better rule for debate. Legal presumptions in favor of values would be difficult to resolve in debate and would be of ambiguous educational value, but would not be inequitable to either side. CEDA could adopt the legal concepts of conclusive presumption, rebuttable presumption, and inference, but should only do so if such rules would improve fairness and increase debate's educational value. (Twenty-three references are listed.) (Author/SG)

ED 340 077 CS 507 685

Colbert, Kent R.; Dorff, Todd
The Effects of Forensics Training on Verbal Aggression and Argumentativeness.
PUB DATE- Oct 91
NOTE- 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; Communication Research; *Debate; High Schools; High School Students; *Persuasive Discourse; Teaching Methods; *Verbal Communication
IDENTIFIERS- *Argumentativeness; *Debate Coaches

A study focused on the effects of forensic participation on two specific traits--argumentativeness and verbal aggression. Two hundred eighty-one high school forensic students participating at a large western forensic tournament in the beginning of the 1990 academic year completed D. A. Infante's Argumentative and Verbal Aggression Scales. Results indicated a positive correlation between argumentativeness and high school debating experience, and showed that verbal aggression decreases as argumentativeness increases. Results supported the idea that social learning and argumentative skill deficiency are two of the major causes of verbal aggression, and that developing

(120)
DESCRIPTORS- Academic Achievement; Centralization; Change Strategies; *Educational Objectives; *Educational Policy; Elementary Secondary Education; *Organizational Change; *Policy Formation; Public Schools; *Statewide Planning
IDENTIFIERS- *Wisconsin

Issues in systemic educational policy are discussed in this paper, with a focus on improving student achievement. First, the limitations of the current educational policy as a means to improve student achievement are described, and a conceptual framework for systemic educational policy is presented. The advantages and disadvantages of centralized instructional guidance are discussed next, followed by descriptions of systemic policy models from South Carolina, California, Connecticut, New York State, and the City of Chicago. The next part examines the roles of decentralization and choice initiatives, and concludes with thoughts about the interplay between centralized policy and school level innovation in a systemic reform strategy. One figure is included. (24 references) (LMI)

ED 340 098 EA 023 440

Peterson, Terry K.
School Reform in South Carolina: Implications for Wisconsin's Reform Efforts. Education Issues.
PUB DATE- Jul 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Support; *Educational Improvement; Elementary Secondary Education; Public Relations; *Public Support; School Organization; *School Restructuring; *State Action; *Statewide Planning
IDENTIFIERS- *South Carolina; *Wisconsin

South Carolina's successful comprehensive school plan to develop and maintain public support for its school reform package, the Education Improvement Act, is offered in this paper, which focuses on the necessity of public support for successful reform. Key components of the plan are described, which include timing and public interest, state leadership, building and retaining local/school ownership, a comprehensive reform package, broad vision, promotion, an annual focus, financial investment, and maintaining long-term interest. A conclusion is that South Carolina's successful outcomes resulted from viewing educational reform as a long-term commitment. (21 references) (LMI)

ED 340 099 EA 023 445

Genck, Fredric H.; Klingenberg, Allen J.
Effective Schools through Effective Management. The School Board's Responsibility. Revised Edition.
PUB DATE- Jul 91
NOTE- 254p.; For 1978 edition, see ED 165 273.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

*Disabilities; Due Process; Educational Responsibility; Elementary Secondary Education; Employer Employee Relationship; *Handicap Discrimination; Higher Education; Lawyers; Legal Costs; Legal Problems; *Legal Responsibility; *School Law; School Personnel; School Responsibility; Special Education; Student Rights
IDENTIFIERS- *Education for All Handicapped Children Act; Handicapped Childrens Protection Act 1986; Rehabilitation Act 1973 (Section 504)

Litigation of handicapped students' and employees' rights continued at a significant level in 1990. Much of the litigation concerned the provision of an appropriate special education placement, due process rights, and recovery of attorney fees by prevailing parents under the Handicapped Children's Protection Act of 1986. Cases are summarized under the following topics: (1) entitlement to services; (2) procedural safeguards; (3) placement; (4) related services; (5) discipline; (6) remedies, including attorney fees; (7) state laws; and (8) discrimination under the Rehabilitation Act, Section 504. (MLF)

ED 340 121 EA 023 554

Evans, William J., Jr.
Torts.
PUB DATE- 91
NOTE- 32p.; In: Thomas, Stephen B., Ed. The Yearbook of Education Law, 1991, p121-151. (See EA 023 549).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Compliance (Legal); Constitutional Law; *Court Litigation; Educational Malpractice; Elementary Secondary Education; Employer Employee Relationship; Insurance; *Legal Problems; *Legal Responsibility; *School Law; School Personnel; School Responsibility; *Torts; Workers Compensation

This chapter examines cases reported during 1990 that involved tort claims within the school context. A tort is a civil wrong, other than breach of contract, for which a court provides relief in the form of damages. Included are cases involving school officials, school employees, students, and in some instances others visiting school grounds. Tort cases discussed in this chapter are organized under the following sections: (1) negligence; (2) negligence defenses; (3) liability insurance; (4) attorney fees; (5) employee injuries, workers' compensation; (6) assault and battery; (7) defamation; (8) intentional infliction of emotional distress; (9) products liability; (10) construction contracts; and (11) constitutional torts. (MLF)

ED 340 122 EA 023 555

Sharp, Linda A.
Sports.
PUB DATE- 91
NOTE- 17p.; In: Thomas, Stephen B., Ed. The Yearbook of Education Law, 1991, p152-167. (See EA 023 549).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Athletic Coaches; *Athletics; Civil Rights; Compliance (Legal); Constitutional Law; *Court Litigation; Drug

Communication; *Participative Decision Making; *School Restructuring; *Staff Development; *Teamwork

A staff development process that uses group-building activities to foster staff collegiality is described in this paper. As schools become involved in restructuring, cooperation and positive working relationships become more crucial for effective school teams involved in participative decision making. Five characteristics of group-building activities include: (1) the breakdown of cliques and factions; (2) positive interdependence; (3) individual accountability; (4) group reward; and (5) a high probability of success. Two sample group-building activities are included. (LMI)

ED 340 143 EA 023 614

Makedon, Alexander
Recommendations for Educational Reform Presented to the Education Committee of the Illinois Senate.
PUB DATE- 31 Mar 88
NOTE- 12p.; A product of the Educational Reform Chicago Study Group.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Economically Disadvantaged; *Educational Change; *Educational Research; Elementary Secondary Education; Guidelines; Poverty Areas; *State Action; *Theory Practice Relationship; Urban Schools
IDENTIFIERS- *Chicago Public Schools IL

According to the Educational Reform Chicago Study Group, the traditional public school's text-paced classroom environment may be too bare, especially in poor neighborhoods, to help poor students learn, or too middle class to motivate all students to participate. We need to examine our present teaching methods, existing educational research, and research that could help solve educational problems in the future. This paper presents nine recommendations for linking educational research to improving the learning environment for economically disadvantaged children. These recommendations include: (1) building reform on the basis of educational research; (2) providing more incentives for educational research; (3) conducting research on Chicago reform plans; (4) learning from the lessons of past reform efforts; (5) urging policy makers to consult research sources; (6) organizing a legislative subcommittee on educational research; (7) providing funds for reform-oriented research; (8) conducting research on assisting poor students; and (9) setting up bold pilot educational programs in poor neighborhoods. Each recommendation is amplified by numerous research-based observations. (26 references) (MLH)

ED 340 144 EA 023 619

Hernan, James L.
Developing a Procedure for Accountability of Student Absenteeism.
PUB DATE- Sep 91
NOTE- 61p.; M.S. practicum, Nova University. Colors used in bar graphs will not reproduce in copies.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Accountability; *Attendance; *Computer Software Development; Dropout Prevention; Economic Factors; High

Elementary Secondary Education; *Environmental Education; *Gifted; Integrated Activities; Interdisciplinary Approach; *Student Educational Objectives; *Thematic Approach; Units of Study

This document is a "theme" issue of a quarterly serial publication. It focuses on curriculum development for gifted students. A list of 13 principles of a differentiated curriculum for gifted/talented students precedes the articles. The first article, "Developing Curriculum for Gifted/Talented" by Jim Coffey, offers a philosophical rationale for a differentiated curriculum for gifted students and provides a step-by-step process of curriculum development. It also introduces certain concepts--the importance of a thematic approach, for example--that are re-emphasized in the articles that follow. In the second article, "Multidisciplinary Programs at the Elementary Level," Michele Riojas explains the importance of developing multidisciplinary units for gifted programs through a review of the research. The third article, "Developing Student Objectives That Are Differentiated for Gifted/Talented Students," by Judith Martin, presents many specific examples of the elements that should be incorporated into objectives for these students. The fourth article, "An Interdisciplinary Unit on Environmental Studies," by Tom Weldon and Betty Strickland, demonstrates principles and practices of secondary school curriculum development in focusing on the interdisciplinary theme of "structures" and student objectives that lead to understanding of generalizations related to that theme in the traditional subject areas of science, language arts, mathematics, social studies, marketing education, and economics. Finally, Jeanette Covington and Evelyn Hiatt respond to frequently asked questions relating to gifted/talented curriculum development. (DB)

ED 340 164 EC 300 814

Hiatt, Evelyn Levsky, Ed.; Covington, Jeanette, Ed.
Identifying and Serving Diverse Populations.
PUB DATE- 91
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Ability Identification; Academically Gifted; *Bilingual Students; Curriculum Development; Disadvantaged Youth; Elementary Secondary Education; *Gifted; Intervention; Learning Disabilities; Low Income Groups; *Minority Groups; Program Development; Student Characteristics; *Student Evaluation; Student Needs; Talent Identification; *Teaching Methods

This document is a "theme" issue of a quarterly serial publication. It focuses on identifying and serving gifted children from diverse populations. The first article, "Eliminating Four Barriers to the Identification of Gifted Minority Students" by Mary Frasier, notes that: (1) not every impoverished home is illiterate; (2) limited opportunities for learning should not be assumed to restrict the child's achievement; (3) there are common mental traits of giftedness regardless of the child's background; and (4) giftedness may manifest itself differently in different children. The second article, "Gifted Learning Disabled Students: Questions and

Children and Youth sponsored by the Council for Exceptional Children (New Orleans, LA, November 10-12, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Change; *Behavior Disorders; Behavior Modification; *Classroom Techniques; Demonstration Programs; Elementary Secondary Education; *Interaction Process Analysis; *Interpersonal Competence; Males; Models; Residential Programs; *Socialization; Special Schools; *Teacher Student Relationship
IDENTIFIERS- *Boys Town NE

This monograph describes the curriculum and teaching methods used to teach socialization skills at the Boys Town (Nebraska) special residential school for boys with behavioral disorders as well as replications of the Boys Town model in other locations. The model takes the basic techniques of the schools's Family/Home model and applies them to development of social skills within the school setting. The program attempts to significantly reduce discipline problems while teaching life skills. The model is rooted in principles of applied behavior analysis and social learning theory and involves the identification of desirable prosocial behavioral expectations, the use of specific instructional strategies to teach those behavioral expectations, the application of an incentive system, and the implementation of reinforcement principles. The program's four major components are the social skills curriculum, teaching interactions, motivation systems, and administrative intervention procedures. Also reported are results of training approximately 1,700 public and private school educators throughout the United States in the model's individual components. Workshops, the start-up and follow-up consultation service, evaluation activities, "training of trainers" activities, and replication site selection procedures are also described. Includes 36 references and a list of 9 additional Boys Town publications. (DB)

ED 340 184 EC 300 834

O'Toole, Brian John
Guide to Community-Based Rehabilitation Services. Guides for Special Education No. 8.
PUB DATE- 91
NOTE- 97p.; Also available in French, Spanish, Arabic and Chinese.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Children; *Community Programs; Demonstration Programs; *Developing Nations; *Disabilities; *Family Programs; Home Visits; Models; Program Evaluation; Program Implementation; *Rehabilitation; Volunteers
IDENTIFIERS- *Community Based Rehabilitation

This booklet is intended as an introductory guide to community-based rehabilitation (CBR) services in developing nations. The first section examines the magnitude of the problem; the failure of existing services to meet this challenge; and the need for a model appropriate to developing countries. The second section briefly describes the CBR process which stresses the use of home visitors and returning responsibility to the individual, family, and community. Provided in the third section are examples of CBR in practice including programs in

The Bulge: A Theory of Speech Behavior and Social Distance.
PUB DATE- 90
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Applied Linguistics; Behavior Patterns; *Discourse Analysis; *Interpersonal Relationship; *Linguistic Theory; Middle Class; Oral Language; *Social Differences; *Speech Communication

A discussion of speech behavior and social distance outlines the major ways in which the study of rules of speaking can provide insights into the norms and values of a speech community. It shows ways in which the same material can provide information about the interaction process and the situations in which interlocutors negotiate their relationships with one another, and then advances a theory concerning patterns of interaction within a general middle class American speech community. Speech behavior is shown to be a reflection of cultural values, and various examples of compliments and apologies in American English illustrate the concept. Speech behavior is also related to the negotiation of rules. The "bulge" theory is proposed based on the way the frequencies of certain types of speech behavior plot out on a diagram, with the two extremes showing similar patterns as opposed to the middle section, which displays a characteristic bulge. That is, there is a qualitative difference between the speech behavior that middle class Americans use to intimates, status unequals, and strangers on the one hand, and to non-intimates, status-equal friends, co-workers, and acquaintances on the other. The two extremes of social distance--minimum and maximum--seem to call forth very similar behavior, while relationships that are more toward the center show marked differences. Data on invitations and partings illustrate the point. The fact that urban middle class Americans live in a complex and open society means that individuals belong to a number of networks, overlapping and non-overlapping, in which they must continually negotiate their roles and relationships with one another. Contains 18 references. (LB)

ED 340 204 FL 019 443

Pica, Teresa; And Others
Making Input Comprehensible: Do Interactional Modifications Help?
PUB DATE- 90
NOTE- 26p.; Revised version of a paper presented at the Teachers of English to Speakers of Other Languages Summer Meeting (Washington, DC, July 13-14, 1985). Best copy available.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Journal Articles (080)
DESCRIPTORS- *Applied Linguistics; Comprehension; *English (Second Language); *Interaction Process Analysis; Language Processing; Language Proficiency; Linguistic Competence; *Linguistic Input; Native Speakers; *Paralinguistics; Pilot Projects; *Second Language Learning

A pilot study of a larger project on second language comprehension under two input conditions is reported. The first condition is characterized by the availability of samples of target input that have been modified a priori toward greater semantic redundancy and transparency and less complex syntax. The second condition is characterized by the availability of opportunities for non-native speakers (NNS) to interact with materials by creating or adapting existing materials is the subject of chapter 3. Chapter 4 offers practical advice for classroom methodology. Chapter 5 provides ideas for incorporating Russian culture into the classroom environment, and chapter 6 discusses the teacher's role in arrangement of visits and travel. The seventh and eighth chapters focus on the objectives of student assessment and on standardized tests. Chapters 9 and 10 list resources for further information on teacher training, the language teaching profession, and professional development. (MSE)

ED 340 224 FL 019 940

Jackson, Jenny
Italian/Italiano. Resource Guides for Teachers.
PUB DATE- 90
NOTE- 74p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Classroom Techniques; *Cultural Education; Elementary Secondary Education; Foreign Countries; Higher Education; Information Sources; *Instructional Materials; International Educational Exchange; *Italian; *Language Tests; Material Development; Media Selection; Second Language Instruction; *Second Languages; Standardized Tests; *Student Evaluation; Teacher Developed Materials; Testing; Travel
IDENTIFIERS- *United Kingdom

This resource guide, intended for current prospective teachers of Italian, is designed as a source of information and inspiration for Italian instructors at all educational levels. The first of the guide's 11 chapters provides a brief general introduction to this book. Chapter 2 looks at the status of and rationale for Italian language instruction in the United Kingdom. Next, topics in instructional management are addressed, including identification of learner needs, using available resources, and evaluating instructional materials. Filling in the gaps in instructional materials by creating or adapting existing materials is the subject of chapter 4, while the next three chapters provide, respectively, practical advice for classroom methodology; ideas for incorporating Italian culture into the classroom environment, and guidelines for the teacher in the arrangement of visits and travel. Chapters 8 and 9 focus on the objectives of student assessment and on standardized tests. Chapters 10 and 11 list resources for further information on teacher training, the language teaching profession, and professional development. (MSE)

ED 340 225 FL 019 941

Hall, Ken; Clayton, John
Spanish/Espanol. Resource Guides for Teachers.
PUB DATE- 91
NOTE- 67p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Cultural Education; Elementary Secondary Education; Foreign Countries; Higher Education; Information Sources; *Instructional Materials; International Educational Exchange; *Language Tests; Material

instruction. In the final section, dispelling notions of student inability and replacing them with a positive agenda are recommended. Examples are given in French and German. (MSE)

ED 340 245 FL 019 968

Thorogood, John; King, Lid
Bridging the Gap: From GCSE to "A" Level. Pathfinder 7.
PUB DATE- 91
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advanced Courses; *Articulation (Education); Classroom Techniques; Curriculum Design; *Curriculum Development; Foreign Countries; *General Education; Prior Learning; Secondary Education; Second Language Instruction; *Second Language Programs
IDENTIFIERS- *United Kingdom

Based on widespread teacher perceptions that British upper secondary school students entering advanced language courses are poorly prepared, an approach for making the transition to advanced language instruction is suggested. Teachers are invited to use existing syllabuses creatively to develop language awareness as well as language skills. Four aspects of curriculum design and development are discussed: (1) the need to create a new model of progression through language learning; (2) beginning with and building on students' existing strengths and knowledge level, emphasizing collaboration, self-assessment, and study skills; (3) progressing from known to unknown in syllabus content; and (4) incorporating grammar into a syllabus designed around topics and skills. Specific examples of classroom techniques and activities are provided in French, Spanish, and German. (MSE)

ED 340 246 FL 019 969

Moys, Alan; Townsend, Richard
Making the Case for Languages. Pathfinder 8.
PUB DATE- 91
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Attitude Change; Classroom Techniques; Economic Factors; Educational Benefits; *Educational Needs; Educational Philosophy; Elementary Secondary Education; Foreign Countries; Inservice Teacher Education; *Language Attitudes; *Language Role; Language Teachers; Parent Attitudes; Persuasive Discourse; Program Development; Second Language Instruction; *Second Language Programs; Self Evaluation (Individuals); Student Attitudes
IDENTIFIERS- *United Kingdom

Techniques and arguments are provided for teachers interested in promoting second language program development in British schools. An introductory section presents an exercise for gauging and initiating an awareness of language needs and attitudes in department staff. The first section of the guide then outlines salient arguments, including those focusing on economic and educational benefits of second language learning, especially in the context of the emerging European Community, the case for devoting substantial resources to improve language ideas to create cooperation and participation within the classroom, coursework and student learning, and part time faculty (February); the use of writing in student learning, writing across the curriculum, and problem solving (March); the nature of scholarship, diversity, and developmental change in students as they progress through the college experience (April); cooperative learning and college teaching, handouts, and academic integrity (May); faculty vitality, small group instruction, and the problems with and proper use of crib sheets (June/July); faculty development, science instruction, and a checklist of questions for teacher preparation before the semester begins (August/September); survey results of irritating behaviors of both students and teachers, concept mapping, and the use of quotes (October); required reading assignments, student self-esteem, and effective thinking (November); and eliminating unnecessary vagueness in instruction, the syllabus, and instructional evaluation (December). (GLR)

ED 340 267 HE 025 060

Collective Bargaining Agreement between the Board of Trustees for the Nebraska State Colleges and the State College Education Association.
PUB DATE- 28 Feb 89
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Arbitration; *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Fringe Benefits; Grievance Procedures; Higher Education; Insurance; Job Layoff; Leaves of Absence; Personnel Policy; Retrenchment; *State Colleges; Summer Schools; Teacher Promotion; Teacher Retirement; Teacher Salaries; Tenure; Unions
IDENTIFIERS- National Education Association; *NEA Contracts; Nebraska State Board of Trustees; State College Education Association NE

The collective bargaining agreement between the Board of Trustees for the Nebraska State Colleges and the State College Education Association, an affiliate of the National Education Association, is presented. In 14 articles the agreement covers the following: purpose of the agreement; recognition of negotiating units; nondiscrimination; grievance and arbitration procedures (filed by faculty members or the union); wages (rank, new faculty, new doctorates, budget increases, retirement and health benefit increases, summer session salary, union compensation); fringe benefits (hospitalization and life insurance, retirement plan, sick leave, tuition remission); use of facilities and services for union functions; association activities (of the union); reduction in force; payroll deductions; tenure (eligibility, procedural schedule); dismissal (grounds and procedures), board policy, use of the masculine pronoun in the document as gender-neutral, duration, and limitations of contract. Appendixes list positions excluded from the agreement at three campuses within the Nebraska system. (JB)

ED 340 268 HE 025 061

Collective Bargaining Agreement USNH Board of Trustees and KSCEA, July 1, 1989-June 30, 1991.
PUB DATE- 1 Jul 89
NOTE- 67p.

English-Speaking-Background Learner in TAFE" (Mitchell, Frazer, Ottrey); and "The New Entry Lecturer Methods of Instruction Course (NELMIC)" (Mitchell, Trengove, Frazer). (CML)

ED 339 807 CE 052 464

Working in America and in Hawaii--A Humanities Guide.
PUB DATE- 88
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Historical Materials (060)
DESCRIPTORS- Adults; Comparable Worth; *Employed Women; Employees; *Employment Patterns; *Employment Practices; Ethics; *History; Labor Force; Labor Market; Sex Discrimination; Sex Fairness; Wages; *Work Attitudes; *Work Environment; Working Class
IDENTIFIERS- Confucius; *Hawaii

This eight-page tabloid-style report presents an overview of past and present working conditions in the United States as a whole and in Hawaii in particular, with emphasis on women and on lower-level workers. The seven articles in the paper cover the following topics: "A Brief History of Labor in Hawaii" (William J. Puette); "The Nineteenth Century American Work Force" (Edward Beechert); "Women in the Labor Force in America and in Hawaii" (Joyce N. Chinen); "The Work Ethic in Early America" (Cedric Cowing); "Inequality and Discrimination in the Work Place" (Kenneth Kipnis); "Comparable Worth/Pay Equity" (Andrienne Valdez); the "The Confucian Work Ethic" (Daniel W. Y. Kwok). The material is illustrated with historical photographs and line drawings. (KC)

ED 339 808 CE 052 734

Bayne, Keith; Buckley-Daum, Deborah
Kentucky Needs Assessment for Single Parents and Homemakers. Final Report.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- Mar 87
NOTE- 138p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Demography; *Displaced Homemakers; *Divorce; *Employment Experience; *Needs Assessment; *One Parent Family; Parent Influence; Postsecondary Education; Self Esteem; *Womens Education
IDENTIFIERS- Kentucky

A study identified the critical areas in which single parents and homemakers need assistance so that they can complete educational programs to prepare them to enter the work force. A questionnaire was developed that examined such factors as single parent/homemaker demographics, work history, self-confidence, career awareness, education-related expenses, and school absentee policies. The population consisted of 386 single parents and 112 homemakers. Results produced this profile of the representative single parent and the homemaker: female, aged 22-35, white, a high school education or less, and with small children. The typical single parent was divorced; the homemaker was usually married. Both groups were enrolled primarily in vocational programs and had employment experience.

primarily in vocational programs and had employment experience.

women today. The consequences of workplace segregation result in poverty: older women settle for part-time employment involuntarily and they have fewer benefits. Increased work force participation by older women workers, coupled with the aging of the population, will exacerbate the caregiving responsibilities of midlife and older women. (Sources are listed in alphabetical order by author for each section in which they appear.) (NLA)

ED 339 827 CE 059 701

Chang, Frank Tien-Jin
The Impact of the 1950s' Sino-American Industrial Vocational Education Cooperative Project on the Current Technical Vocational Education in the Republic of China.
PUB DATE- Dec 91
NOTE- 18p.; Paper presented at the American Vocational Association Convention (Los Angeles, CA, December 6-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- *Cooperative Programs; *Educational Cooperation; *Educational Development; Educational History; Exchange Programs; Foreign Countries; High Schools; *International Cooperation; International Educational Exchange; *Vocational Education; Vocational High Schools
IDENTIFIERS- *Taiwan; United States

In the 1950s, the U.S. government offered several projects to help Taiwan, one of which was the Industrial Vocational Education Cooperative Project. An advisory team was sent to Taiwan to help review the industrial education system, restructure the curriculum, and renew the teaching-learning facilities in the industrial vocational high schools. With grants from the U.S. government, a cooperative project was launched, and active measures were taken. The Department of Industrial Education was established at Provincial Taiwan Normal University to train professional teachers for the industrial vocational high schools. The Taiwanese government selected eight industrial vocational senior high schools to carry out a pilot teaching program that followed the U.S. Unit Trade Training Curriculum. In 1958, a survey was made of the industrial job market in Taiwan. Six keys to the success of the cooperative project were identified: (1) strong support from both governments; (2) the provision of developmental funds by both governments; (3) effective teacher training programs; (4) the exchange of ideas; (5) pilot schools; and (6) effective management. Due to the success of this project, a solid foundation for the development of industrial vocational education in Taiwan was established. After 30 years of growth, a dual system has emerged: a general education system and the technical vocational education system. (YLB)

ED 339 828 CE 059 702

Pope, Louise Ombres
A Study of Creativity and Aging in Men and Women over Sixty-Five.
PUB DATE- Nov 90
NOTE- 96p.; Master's Thesis, University of Minnesota.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Age Differences; Age Discrimination; *Aging (Individuals); Change; Creative Activities; Creative

Correctional Education; Educational Planning; Family Programs; *Human Capital; Illiteracy; *Labor Force Development; *Literacy Education; *Long Range Planning; Mathematics Skills; State Programs; *Statewide Planning
IDENTIFIERS- *Texas; *Workplace Literacy

Texas' overall goal must be to reduce the percentage of its population without basic literacy and numeracy skills to no more than the percentage of jobs available to these underprepared workers. With only 14 percent of tomorrow's jobs projected to require less than a high school education, nearly one Texas worker in five will be unemployable. The Texas Literacy Council must continue its work to make literacy services available to all Texans. Its primary goal is enhancing literacy services and establishing local councils where no services exist or where coordination of services is needed. The council has identified three major goals to add to its essential mission: (1) establish and support a comprehensive network of family literacy programs throughout the state; (2) support and enhance workplace literacy initiatives; and (3) coordinate with the criminal justice system to attack the link between illiteracy and crime. The council will work to build accurate and fair tools to measure effectiveness and build accountability, pegged to nationally acceptable standards. It recommends continuation of the Interagency Work Group and a public awareness campaign. (YLB)

ED 339 846 CE 059 768

Kupferberg, Natalie
Bringing Health Care to the Under-Served: The Mid-Level Health Practitioner in Three Countries--China, the Soviet Union, and the United States.
PUB DATE- Jun 90
NOTE- 168p.; Master's Thesis, Brooklyn College of the City University of New York.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Allied Health Personnel; Clinics; Developed Nations; Developing Nations; Employment Patterns; Foreign Countries; Inner City; Labor Market; Labor Needs; *Medical Education; *Medical Services; Nurse Practitioners; *Physicians Assistants; Postsecondary Education; *Rural Areas
IDENTIFIERS- *China; *USSR

A comparison was made of the role of midlevel health practitioners and how they came into being and flourished in three countries: the "feldsher" of the Soviet Union, the barefoot doctor of China, and the physician assistant of the United States. Information was gathered from books, journals, periodicals, governments, and newspapers as well as from interviews with a doctor of traditional Chinese medicine, a physician assistant, a Russian medical journalist, and several researchers. The study found that midlevel health practitioners are essential to a country's health care system when there is a shortage and/or a maldistribution of fully trained physicians, when a country is so vast that a large percentage of its population lies beyond modern medical care, and when the centralized government initiates crash programs in an effort to upgrade the public health system. In addition, the research shows that midlevel health practitioners increase in number and importance when popular unrest or upheaval challenge established systems or traditions of health care. Study of the role of midlevel health practitioners can lead to development of a model for using them to provide health care in

McMurdo, Jenny; Gerel, Don
Federal High Tech Cooperative Demonstration Grant. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Oct 91
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Competency Based Education; *Demonstration Programs; Entry Workers; Females; Government School Relationship; Job Training; *Metal Industry; Metal Working; Minority Groups; Program Implementation; *School Business Relationship; Skill Development; *Technological Advancement; Two Year Colleges
IDENTIFIERS- Clackamas Community College OR

A model manufacturing training program was created for Oregon's precision metals industry. The program, a cooperative venture among private industry, education, and government, focused on two main goals: to train entry-level employees and to upgrade the skills of current employees in response to technological changes. The program at Clackamas Community College (Oregon) achieved the following goals: (1) development of curricula for one-year certificate and two-year associate programs; (2) design and implementation of a work-readiness assessment and training program; (3) provision of staff development and training for instructors; (4) establishment of a replicable model that could be used by other groups in metals manufacturing; (5) development of a recruitment package designed to attract adults and high school students with special emphasis given to minority populations and women; (6) offering of 36 classes for 200 students by summer 1991; and (7) filling of 100 job vacancies. The program, despite economic fluctuations, has met the main goals and serves as a model for similar projects. (NLA)

ED 339 865 CE 059 803

Walton, Richard E.
From Control to Commitment in the Workplace: In Factory after Factory, There Is a Revolution Under Way in the Management of Work. Readings on Labor-Management Relations.
PUB DATE- 91
NOTE- 11p.; Reprinted by permission of the Harvard Business Review (March-April 1985).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Organization; *Business Administration; Compensation (Remuneration); Employer Employee Relationship; *Industrial Structure; Job Satisfaction; *Labor Relations; *Organizational Change; Participative Decision Making; *Personnel Management; Quality Circles; Technological Advancement

A significant change is under way in the organization and management of work. The work force can be managed in two ways, one based on control and the other based on commitment. The traditional--or control-oriented--approach took shape in the early 1900s in response to the division of work into small, fixed jobs for which individuals were held accountable. Commitment does not flourish in this environment, and discontent with the apparatus of control has been growing. In instructional materials, an assignment section that requires written answers, a project section with instructions and necessary data sheets, and competency check list. (YLB)

ED 339 882 CE 059 831

Casey, Joe
CNC Programming I.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- 90
NOTE- 82p.; For a related manual, see CE 059 832.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competence; Competency Based Education; *Computer Assisted Manufacturing; *Computer Oriented Programs; Computer Software; *Computer Software Development; *Course Content; Electronic Control; Learning Activities; Learning Modules; Machine Tools; *Numerical Control; Programing; Teaching Methods; *Technical Education; Technical Institutes; Two Year Colleges; Units of Study
IDENTIFIERS- Cartesian Coordinates

This document contains five units for a course in computer numerical control (CNC) for computer-aided manufacturing. It is intended to familiarize students with the principles and techniques necessary to create proper CNC programs manually. Each unit consists of an introduction, instructional objectives, learning materials, learning activities, and assignments. The units cover the following topics: Cartesian coordinates, absolute and incremental positioning, basic manual programming, polar coordinates and cutter compensation, and programming the Heidenhain controller. An appendix contains blank forms for CNC tool lists and operations and for numerical control programs. (KC)

ED 339 883 CE 059 832

Casey, Joe
Advanced CNC Programming (EZ-CAM). 439-366.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- 90
NOTE- 57p.; For a related manual, see CE 059 831.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competence; Competency Based Education; *Computer Assisted Manufacturing; *Computer Oriented Programs; Computer Software; *Computer Software Development; *Course Content; Electronic Control; Learning Activities; Learning Modules; Machine Tools; *Numerical Control; Teaching Methods; *Technical Education; Technical Institutes; Two Year Colleges; Units of Study

This document contains two units for an advanced course in computer numerical control (CNC) for computer-aided manufacturing. It is intended to familiarize students with the principles and techniques necessary to create proper CNC programs using computer software. Each unit consists of an introduction, instructional objectives, learning materials, learning activities, and assignments. The units cover the following topics: (1) EZ-MILL, a computer software program

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Choice; Communication Skills; Competition; Consumer Economics; Course Descriptions; Credit (Finance); *Distributive Education; *Entry Workers; Facility Inventory; Goal Orientation; Job Search Methods; Keyboarding (Data Entry); *Marketing; Personnel Management; Postsecondary Education; *Salesmanship; Secondary Education; Service Occupations; State Curriculum Guides; *Telephone Communications Systems; Time Management
IDENTIFIERS- *Telemarketing

This curriculum guide and content outline for the telemarketing entry-level position contains seven sections: (1) specialized telemarketing tasks; (2) telemarketing selling skills; (3) marketing tasks; (4) business-related tasks; (5) business-specific tasks; (6) personnel/human resources-related tasks; and (7) communications and minimum skill tasks. Each section includes an introduction and topics covered, purpose, objective(s), activities, evaluation, resources, content outline, and additional topics. Section 1 contains the following units: telephone manners; telemarketing in relation to the firm; personal minimum skills; telephone as a marketing tool; telemarketing trends; telephone procedures; dimensions; marketing techniques; and telemarketing and marketing mix. Section 2 covers these topics: attention techniques; customer relations; customer rapport; product benefits; building rapport; handling objections; closing techniques; special objections/complaint techniques; professional, vocal, image techniques; and appointments and call backs. In section 3, the topics are as follows: marketing; competition; daily calculations/sales; and inventory control. Section 4 deals with computer keyboarding and consumer laws. Section 5 covers consumer credit limits and collecton procedures. The subjects of section 6 include: letters of application; job interviews; consumer behavior; goal setting; career searches; and job search techniques. Section 7 contains communications and minimum skill tasks. (NLA)

ED 339 901 CE 059 861

Shepard, Del
Telemarketing. Curriculum Guides & Content Outlines for Telemarketing: Telemarketing Specialist.
SPONS. AGENCY- Iowa State Dept. of Education, Des Moines.
PUB DATE- Sep 87
NOTE- 130p.; For a related curriculum guide, see CE 059 860.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business; Career Choice; Communication Skills; Competition; Consumer Economics; Course Descriptions; Credit (Finance); *Distributive Education; Facility Inventory; Goal Orientation; Job Search Methods; Keyboarding (Data Entry); *Marketing; Personnel Management; Postsecondary Education; *Salesmanship; Secondary Education; Service Occupations; State Curriculum Guides; Supply and Demand; *Telephone Communications Systems; Time Management
IDENTIFIERS- *Telemarketing

This curriculum guide and content outline for the telemarketing specialist contains seven sections: (1) specialized telemarketing tasks; (2) telemarketing selling skills; (3) marketing tasks; (4) business-related tasks; (5) business-specific tasks; (6) personnel/human resources related; and (7) communications and minimum skill tasks. Each section includes

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Community Programs; Definitions; Educational Legislation; Federal Legislation; *Illiteracy; *Literacy Education; *Public Policy; Social Problems; State Programs
IDENTIFIERS- Adult Education Act 1966

Media reports suggest widespread illiteracy among adults who may not be able to read, write, speak, or otherwise communicate competently enough to meet the demands of modern society. No consensus has been reached regarding a definition of illiteracy or supporting statistics. Estimates of adult illiteracy range form 0.5% to 50%, meaning that of the 196 million Americans over age 14 in 1988, the number who are less than functionally proficient would range from 1 million to 100 million. Illiteracy and incompetence in the nation's work force imply losses through low productivity, accidents, employee errors, and extra training programs. High rates of illiteracy are reported among welfare recipients and those in criminal institutions. Federal assistance for adult education and literacy programs is primarily authorized through the Adult Education Act (AEA). The AEA serves an estimated 3.9 million people annually, with a fiscal year 1991 appropriation of $229 million. In 1983, the Adult Literacy Initiative was launched to increase national attention to adult literacy. Much of the public effort by states and localities to address literacy problems is organized under the federal AEA program. Literacy programs are also operated by private groups. Federal options for responding to the problems of adult illiteracy are continuation of existing programs, increased funding, targeting and prioritization, and increased federal initiative and leadership. A national commission might be established to define illiteracy and provide expert direction toward increasing the quality of literacy data. Current legislation addressing the problem includes the National Literacy Act of 1991, the Higher Education Technical Amendments, and the Strengthening Education for American Families Act. (17 references) (YLB)

ED 339 920 CE 059 903

Amending the Job Training Partnership Act. Senate, 102d Congress, 1st Session. Report To Accompany S. 367.
PUB DATE- 24 May 91
NOTE- 33p.; Calendar No. 97.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Basic Education; *Federal Legislation; *Federal Programs; *Females; *Job Training; *Nontraditional Occupations; Postsecondary Education; Program Development; Program Improvement
IDENTIFIERS- Amendments; Congress 102nd; *Job Training Partnership Act 1982; *Proposed Legislation

Proposed Senate Bill 367, the Nontraditional Employment for Women Act, contains provisions to amend the Job Training Partnership Act to encourage a broader range of training and job placement for women. The two major components of the bill are: (1) planning and reporting requirements; and (2) a 4-year demonstration program to foster the development of programs to train and place women in nontraditional jobs. This report contains the bill as reported by the Senate Committee on Labor and Human Resources in May 1991 and the following 10 sections: (1) summary of the bill; (2) background and need for with AIDS (PWA) with 25 students who did not indicate knowing a PWA. The two groups were compared on their knowledge, beliefs, social anxiety, and vulnerability fears regarding AIDS and HIV infection. In the initial study, only social anxiety differed between the two groups, with those knowing a PWA reporting lower social anxiety than the matched group. No support was found for the hypothesis that knowing someone with AIDS or HIV infection would lead to increased vulnerability fears. An expanded study was performed to confirm initial results and examine the impact of relationship closeness and demographic similarity on adolescents who reported knowing someone with AIDS or HIV infection. Subjects included 68 high school students who knew a PWA, and 68 students who did not. Results supported findings of the initial study. Teenagers who reported knowing a PWA demonstrated less anxiety about interacting with persons with AIDS. As in the initial investigation, no support was found for the hypothesis that teenagers who know someone with AIDS will have higher levels of worry about personal vulnerability to HIV infection than those who do not know someone with AIDS. (LLL)

ED 339 938 CG 023 839

Brady, Don
Are Alcoholic Clients Cognitively Competent To Participate in Their Rehabilitation Program?
PUB DATE- Oct 01
NOTE- 19p.; Paper presented at the Annual Convention of the New York State Association for Counseling and Development (26th, Albany, NY, October 27-29, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcoholism; *Cognitive Ability; Counseling Techniques; Drug Rehabilitation; Neurological Impairments; *Neuropsychology; *Rehabilitation

The neuropsychological deficits which are found in a significant number of alcoholics participating in the rehabilitation process have been well documented. Recent concern has also been voiced that cognitive impairments present in alcoholics receiving treatment are more severe than what has been perceived through clinical observations. Unfamiliarity with these important findings may result in the formulation of an alcohol and other drug use evaluation and treatment plan which are not designed to address cognitive impairments present in clients. If a person is to benefit from an alcoholic treatment regimen which incorporates various educational and counseling formats, it is essential that the client be able to assimilate and accommodate new information designed to effect prosocial behavioral change. A review of case studies and research findings also indicated that various neuropsychological tests are sensitive to measuring cognitive deficits present in alcoholics receiving treatment. The utilization and careful analysis of these tests may allow for: (1) a more accurate assessment of alcoholism; (2) a descriptive evaluation of the specific cognitive deficits; (3) prescriptive suggestions for treatment; and (4) a more comprehensive understanding of the impact of these deficits on the client's performance in treatment, the outcome of the rehabilitation process, subsequent employment, and driving a motor vehicle. (Author/LLL)

ED 339 939 CG 023 840

For more than a decade, correctional leaders throughout the country have attempted to come to grips with the basic issues involved in ascertaining and meeting the needs of correctional institutions. This study investigated job satisfaction in 122 correctional officers employed in both rural and urban prison locations for the State of Kansas Department of Corrections. The independent variables examined were: age, gender, salary, level of formal education, marital status, race, years employed as a correctional officer, designated rank, location of prison, relationship with co-workers, freedom from stress, and relationship with supervisors. The dependent variables were: the work itself, working conditions, freedom from stress, co-workers, supervision, top leadership, pay, benefits, job security, promotional opportunities, feedback and communications, organizational planning, and support for innovation. Four null composite hypotheses were tested employing a three-way analysis of variance. A total of 339 comparisons were made. Of these comparisons, 156 were main effects and 183 were interactions. Results included support for the following generalizations: correctional officers with 5 years or less employment and more than 10 years reported greater job satisfaction with pay than correctional officers with 6 to 10 years of employment; correctional officers from rural prison locations reported greater job satisfaction with pay and benefits; and correctional officers with high satisfaction for relationship with supervisors reported the highest job satisfaction with the work itself, for freedom from stress, and for top leadership. (Author/LLL)

ED 339 957   CG 023 859

Engel, Elaine Frances
The Effectiveness of DISCOVER.
PUB DATE- 22 Oct 91
NOTE- 71p.; M.S. Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Career Guidance; *Career Information Systems; *College Students; Counseling Effectiveness; Guidance Programs; Higher Education; Program Effectiveness
IDENTIFIERS- *Computer Assisted Career Guidance; *DISCOVER System

Computer assisted career guidance (CACG) systems have been around for at least the past 20 years in career guidance centers. There are two types of systems: information retrieval and guidance interaction. This study investigated the effectiveness of DISCOVER in facilitating career decisions among college students. DISCOVER is a systematic career guidance system which consists of nine modules. In this study, the independent variables were: type of delivery, gender, classification, age, and grade point average. The dependent variables were Certainty and Indecisive Scores of the Career Decision Scale. College students (N=44) completed the Career Decision Scale and a Student Information Form. The design consisted of a pretest, posttest, and delayed posttest. Nine composite null hypotheses were tested and a total of 18 comparisons were made. Of these comparisons, none was statistically significant; therefore, no associations were found between the independent and dependent variables. There were no significant differences between those who used DISCOVER and those who did not. The results of this study appear to support the recommendations that the study should be replicated with a larger random sample, using a different instrument, using the total DISCOVER program, and since actual effect size was smaller than originally estimated and subsequent level of power was low. Counselors should note that while hostility reduction is appropriate for CHD treatment and prevention, humor has not yet been established as a suitable replacement. (Author/LLL)

ED 339 976 CG 023 889

Martin, Janice E.; And Others
The Relationship among Internal-External Locus of Control and Rational-Irrational Beliefs.
PUB DATE- 14 Nov 91
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 13-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; Employees; Human Services; *Locus of Control; Personality Traits

There are many theoretical commonalities between social learning theory, especially concerning the locus of control construct, and the cognitive-behavioral underpinnings of Rational-Emotive Therapy. One's perceived ability to influence the outcomes of life events as well as the impact of perceptions and interpretations of reality in shaping the present behavior of an individual are major areas of consistency. This study investigated the relationship between Internal-External Locus of Control Scale and Irrational Beliefs Test (IBT) scores. The independent variable was locus of control, the dependent variables were IBT full-scale and subscale scores. Data were collected through administering these instruments to state human service agency employees (N=105). Statistical analyses indicated that there was a significant correlation between internal-external locus of control and IBT full-scale scores and that there were significant correlations between internal-external locus of control and 8 out of 10 IBT subscale scores. Internal locus of control subjects exhibited more rational beliefs. Likewise, external locus of control subjects maintained more irrational beliefs. Subjects with an internal locus of control tended to score lower on the IBT full-scale scores, while externally oriented subjects exhibited higher IBT full-scale scores. Additionally, internally oriented subjects tended to score lower on seven IBT subscales. Data analyses indicated that internally oriented subjects tended to have higher scores only for the perfectionism IBT subscale while the reverse was the tendency for external locus of control subjects. (LLL)

ED 339 977 CG 023 890

Middleton, Renee Annette
Identifying Risk Factors for the Prediction of Hospital Readmission among Older Persons with Cardiovascular Disease.
PUB DATE- Nov 91
NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 13-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- At Risk Persons; Health; *Heart Disorders;

American life, preferring text involving role playing in order to learn polite conversation in American society. (PRA)

ED 339 996 CS 010 773

Rupley, William H.; Willson, Victor L.
Relationship of Reading Comprehension to Components of Word Recognition: Support for Developmental Shifts.
PUB DATE- Dec 91
NOTE- 19p.; Paper presented at the Annual Meeting of the National Reading Conference (41st, Palm Springs, CA, December 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; *Developmental Stages; Elementary Education; Models; *Reading Comprehension; Reading Research; *Word Recognition
IDENTIFIERS- Semantic Feature Analysis

A study explored word recognition and structural features of words as determinants of reading comprehension. Word recognition scores and comprehension scores for three age groups (6-7 years, 8-9 years, and 10-12 years) representing 1,200 children were used to examine the relationships of structural features of the word recognition task to comprehension performance. Results indicated that the relationship between word recognition and comprehension remained high at all three age levels, dropping only slightly for the oldest children. Results also indicated that the capability to predict comprehension from structural features of the recognized words dropped dramatically for the older children. Findings support a model with the following characteristics: (1) word recognition for younger children is understandable in terms of a small number of structural features of words, which themselves are predictors for each child; and (2) the importance of structural features of words decreases across age levels and indicates that there are developmental characteristics of word recognition that relate to comprehension performance. (One table of data is included.) (RS)

ED 339 997 CS 010 777

Kid's Favorite Books: Children's Choices 1989-1991.
PUB DATE- 92
NOTE- 105p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescent Literature; Annotated Bibliographies; *Books; Children; *Childrens Literature; Elementary Education; Independent Reading; Junior High Schools; Reading Materials; *Reading Material Selection; *Recreational Reading
IDENTIFIERS- *Childrens Choices (Book List); Trade Books

Intended to make the job of finding the right book for the right child easy, this book lists the "Children's Choices" selections (books recommended by children themselves) for 1989, 1990, and 1991. Each of the book's over 300 entries is annotated and includes publication information. Entries are grouped by the following reading levels: all ages, beginning independent reading, younger readers (approximately 5 to 8 years of age), in which curriculum makers describe the processes that led to their successful programs. A second chapter presents first-person narratives by four curriculum leaders from around the United States, describing a range of curriculum problems. Part 3 of the book (A Curriculum Developer's Handbook), offers a variety of tasks that individual curriculum developers and curriculum teams can undertake. Chapters discuss an assessment base for English programs, the curriculum framework, development and implementation of an English language arts curriculum, and (re)assessment of the skills and standards of the English language arts program. A postscript discusses the English language arts curriculum of the future. Appendixes include: "The English Coalition Report" by the National Council of Teachers of English (NCTE) and the Modern Language Association (MLA); "Criteria for Planning and Evaluation English Language Arts Curriculum Guides" by the NCTE; "Evaluation Policy" by the Canadian Council of Teachers of English (CCTE); and a list of survey respondents. (SR)

ED 340 017 CS 213 084

Boerckel, Denise; Barnes, Chris
Defeating the Banking Concept of Education: An Application of Paulo Freire's Methodologies.
PUB DATE- Apr 91
NOTE- 13p.; Paper presented at the Annual Meeting of the College English Association (San Antonio, TX, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College English; Course Evaluation; *English Curriculum; Higher Education; Literature; *Teacher Role; *Teacher Student Relationship; Teaching Methods; *Teaching Models; Undergraduate Study
IDENTIFIERS- Clemson University SC; *Freire (Paulo)

The banking model of education views students as empty passive minds to be filled by the teacher. As Paulo Freire perceived the model, the teacher is seen as possessing the currency of knowledge and distributing it to students. In the changing dynamics of the college literature classroom, the relationship between teacher and student should be more like a complex dance, in which teacher behaviors are responses to student behaviors. In two sophomore literature classes presented at Clemson University, instructors sought to subvert the role of the teacher by dividing the class into small reading groups, whose members choose and research their own readings and present their findings to the group. The teacher's role was to facilitate learning, not provide it. Some students either underreacted or overreacted to the new teaching model. Instructors realized later that they sometimes responded to student challenges authoritatively, in keeping with the banking model. The teachers also saw that students would have benefitted from more help in finding and evaluating resources, organizing findings, and reporting on their research to the groups. The quality of student research was high. All students gave the course a positive evaluation, even students who were initially resistent to the instructors' approach to teaching. (SG)

ED 340 018 CS 213 086

Griffin, Jack C.
The Effect of Computers on Secondary Remedial Writing.

several of the characteristics that reduce the risk of interpretations too different from the intentions of the task. Four questions can guide broad decisions about writing assessment design and furnish test developers with the raw materials to create fair and meaningful writing prompts: (1) To what degree will the assessment be content specific? (2) What are the rhetorical demands of the task? (3) What topical structure and level of specification should be used? and (4) How should the prompt look on the page? (A table listing the dimensions of a writing assignment is included; 23 references are named.) (RS)

ED 340 038 CS 213 117

Brand, Alice G.
A Director of Composition Talks to Students about College Writing Assessment.
PUB DATE- 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (Fcr Learners) (051)
DESCRIPTORS- *College English; Evaluation Methods; *Freshman Composition; Higher Education; High School Students; Portfolios (Background Materials); Student Placement; Undergraduate Students; *Writing Evaluation; Writing Skills; *Writing Tests
IDENTIFIERS- State University of New York Coll at Brockport

Students will be better equipped for college writing if they know how and by what standards their writing will be judged during their undergraduate years. At the college level, measures of writing skills serve the important functions of admission, placement, course equivalency, junior status, exit from courses, or barriers to graduation. Placement testing in writing is the first form of outcomes assessment colleges undertake when students arrive on campus. The State University of New York at Brockport, among many other colleges, has developed criteria that are applied to writing samples to confirm student placement. More and more colleges are looking not only for what students write but how they write it. How well students engage in the writing process can be approximated by building revision into the single essay exam or by evaluating students' work by portfolio. The traditional and most common form of end-of-course evaluation is the single final or exit exam. However, an increasingly popular option for end-of-course student writing evaluation that takes into account the writing process is the portfolio. Many colleges are implementing writing assessment at the upper college level, often using portfolios, to evaluate knowledge of, and thinking skills in, the student's chosen field and to confirm the student's graduation status. In general, writing specialists look for fluency, the quality and quantity of detail, the complexity of ideas, organization, and correctness in students' writing samples. (Three charts presenting scoring criteria and aspects of the writing process are included.) (RS)

ED 340 039 CS 213 119

Beins, Bernard C.
Writing in Statistics Classes Encourages Students To Learn Interpretation.
PUB DATE- 16 Aug 91
NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (99th, San Francisco, CA, August 16-

field. Mixed-level analysis is inherent in organizational phenomena, and its neglect perpetuates the gap in and fragmentation of organizational communication theories. Three of the many ways to design mixed-level analyses are compositional, cross-level, and multi-level. These mixed-level models for integrating organizational communication research reveal a breadth of research foci reflective of the nature of the phenomena studied, researchers' interests, and the ease or difficulty of mixed-level analyses. Meta-analytic techniques, structuration, and population ecology theories are means of addressing the contradictory, paradoxical, and perplexing factors shaping communication activities and processes that supersede the investigative ability of most mixed-level designs. Steps that may help researchers involved in single-level lines of research to convert to mixed-level designs include: (1) an increased reporting of organizational characteristics such as organizational structure, technology, environment, and life cycle stage; (2) increased use of macro features as manipulative checks; and (3) seeking theoretical and empirical resolution of problems associated with equivocal instruments and with contradictory, insignificant, and/or inconclusive results. (A table representing an illustrative review of research with macro features as independent variables and communication activities as dependent variables is included; 129 references are attached.) (RS)

ED 340 057 CS 507 654

Slaughter, Gerald Z.; And Others
The Congruity of Communicator Style Expectations and Experiences and Its Influence upon Subordinates' Satisfaction with Supervision.
PUB DATE- Oct 91
NOTE- 49p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Analysis of Variance; Communication Research; *Employer Employee Relationship; Interpersonal Communication; *Job Satisfaction; *Organizational Communication; Research Methodology; *Work Environment
IDENTIFIERS- *Communication Behavior; Communication Satisfaction; *Communication Styles; Norton Communicator Style Measure; Supervisor Subordinate Relationship

Based on a model of human symbolic activity, a study examined the influence of congruity of communicator style expectations of and experiences with a supervisor as it affects subordinates' satisfaction with supervision. Nine supervisors and 87 subordinates employed at the Hose Production Center of a national tire and rubber corporation were surveyed with the Norton Communicator Style Measure. Results indicated an overall significant F statistic for 8 of the 11 communicator style subconstructs, when a single factor analysis of variance was computed. Post hoc comparisons indicated that subordinates' satisfaction with supervision was influenced by different types of congruity and by the nature of the communicator style subconstructs. Results revealed that strong congruity does not necessarily lead to high satisfaction. This study represents a new way of investigating the supervisor-subordinate relationship. (Forty-four references and 5 appendixes which argument skills through debate training strengthens the argumentativeness trait and thereby reduces the verbal aggression trait. Finally, results showed that forensic directors who choose to cut debate in favor of individual events cannot justify it when argumentativeness and verbal aggression are the criteria. Data examined suggest that debate activity as an academic discipline should be viewed optimistically. (Two tables of data are included; 24 references are attached.) (PRA)

ED 340 078 CS 507 686

Wright, Kelly Jo
How Educational Are the Educators: A Content Analysis of Informative Speaking Ballots.
PUB DATE- Oct 91
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; *Debate; Educational Research; Higher Education; *Judges; Persuasive Discourse; *Student Evaluation; Undergraduate Students
IDENTIFIERS- Debate Coaches; *Debate Tournaments; Statistical Package for the Social Sciences

A study investigated the extent to which forensic judges used educational comments when writing ballots. A total of 140 informative speaking ballots were collected from tournaments in Mississippi, Colorado, and Arkansas. After the ballot comments were sorted into five categories (basic comments, educational comments, descriptive comments, personal comments, and questions), the coded information was entered into the Statistical Package for the Social Sciences (SPSS) computer statistics program. The SPSS program was used to figure the percentage of each categorized comment per ballot, and the average of each category overall. Results showed that basic comments made up almost one-half (47%) of the comments, followed by educational comments (30%), and with the other 3 categories totaling 22% of all comments. This meant that over two-thirds of all comments were non-educational in nature. Results also showed a definite relationship between ballot rank and the number of comments in specific categories. Results imply that the only way to solve the problems of inadequate comments on judging ballots is through awareness and training, as some judges are unaware of the importance and value of educational comments. Three approaches may help to overcome these problems; (1) provide ballot inserts that explain how to effectively write comments; (2) offer judging workshops; and (3) allow extra time for judges to write comments. (PRA)

ED 340 079 CS 507 691

Nading, Robert M.
Interpretation Analysis as a Competitive Event.
PUB DATE- 2 Nov 91
NOTE- 21p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

DESCRIPTORS- Accountability; *Board Administrator Relationship; *Board of Education Role; Collective Bargaining; Decision Making; Educational Planning; Elementary Secondary Education; Leadership Training; Management Teams; Personnel Evaluation; Public Schools; Questionnaires; *School Administration; *School Effectiveness; School Organization; *Superintendents

The management principles set forth in this handbook encourage broad public and employee involvement. The first of three sections, "Management in Education," looks at the current state of the art, the potential benefits of sound management, and what school boards can do to encourage development of a true management process for their districts. The second, "Elements of Management," offers both basic principles and specific examples of what makes for good management. Topics are as follows: getting organized to manage, building a management team, planning, gathering information for decision-making, setting performance appraisal in motion, selecting and developing teachers, paying for performance, and improving public and employee relations. The third, "School Boards on the Job," examines some practical realities that make schools different from other organizations, the nature of school boards, and the role of the superintendent. New to this edition is an appendix of leadership tools consisting of short articles produced by the staff of the Illinois Association of School Boards that concern the board-superintendent relationship, a value system for schools, delegation and decision making, and monitoring and asessing performance (accountability). (MLF)

ED 340 100 EA 023 486

Woods-Houston, Michele; And Others
Staff Development: The Key to School Renewal.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 59p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; *Instructional Design; *Needs Assessment; *School Personnel; *Staff Development; Worksheets

Staff development is a basic and essential component of the continuing preparation of teachers, administrators, and other staff. It is one of the major issues facing educators today. The foremost issue in the 1990s is the challenge to expand the traditional emphasis on skill development to include focusing on how educators think and what educators do. This workbook provides the tools to help educators take an innovative approach to staff development. In seven chapters it outlines these basic staff development concepts: staff development readiness, getting started, assessment and planning, design and delivery, formative evaluation, followup support, and summative evaluation. Each chapter outlines the rationale or intent of the concept, methods and strategies to implement it, and a worksheet to assist in thinking and planning. (18 references) (RR)

ED 340 101 EA 023 488

Use Testing; Due Process; Elementary Secondary Education; Eligibility; Employer Employee Relationship; Equal Education; Equal Protection; Extramural Athletics; Higher Education; Legal Problems; *Legal Responsibility; *School Law; School Responsibility; *Student Participation; Torts

This chapter includes all cases, at either the K-12 or higher education level, that deal with student-athletes, coaches, athletic directors, athletic associations, and booster organizations. However, no case law is discussed that pertains to physical education instruction. The cases are discussed in the following sections: (1) eligibility; (2) equality of programs; (3) tort, including assault, defamation, and negligence; (4) employment, including contract disputes, discrimination, and workers' compensation; and (5) miscellaneous. (MLF)

ED 340 123 EA 023 556

MacPhail-Wilcox, Bettye; Anthony, Pat
Finance.
PUB DATE- 91
NOTE- 22p.; In: Thomas, Stephen B., Ed. The Yearbook of Education Law, 1991, p168-188. (See EA 023 549).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Compliance (Legal); *Court Litigation; *Educational Finance; Elementary Secondary Education; Employer Employee Relationship; Equal Education; Federal Aid; Federal Courts; Legal Problems; Legal Responsibility; *Private School Aid; Public Schools; School District Spending; School Funds; *School Law; *School Taxes; State Aid; State Legislation; *Tax Allocation
IDENTIFIERS- Supreme Court

One Supreme Court decision, seven federal appellate decisions, and two district court decisions were published in the area of school finance in 1990. The Supreme Court reviewed a case concerning allegations of school district segregation, along with an ensuing tax assessment issue. Federal appellate courts handed down decisions involving alleged violations of federal antitrust acts, the supplanting of state and local funds with federal funds, liability insurance payments, payments of costs covered by federal legislation, school district ownership of forfeited property, and alleged violations of the Voting Rights Act. State courts litigated cases involving school fees, payment of tuition, the use of tax revenues for settlement of liability cases, construction contract disputes, and bidding violations. Cases discussed in this chapter fall under three major topics: (1) public funds for private schools; (2) sources and allocations of public school funds; and (3) school tax issues. (MLF)

ED 340 124 EA 023 557

Hendrickson, Robert M.
Higher Education.
PUB DATE- 91
NOTE- 50p.; In: Thomas, Stephen B., Ed. The Yearbook of Education Law, 1991, p189-237. (See EA 023 549).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)

Schools; *High School Students; Program Evaluation; Social Change; *Transient Children
IDENTIFIERS- *Florida; *Tardiness

Educators must take into account the changing social, cultural, and economic trends contributing to high absenteeism and dropout rates. No curriculum can succeed if students are not in attendance to learn, develop, and advance in society. This paper evaluates the researcher's computerized system to track student attendance and prevent unexcused absences and selective class cutting. The practicum's success was measured by the attendance computer's accurate monitoring and subsequent reduction of the daily absentee rate. The target school was a central east coast Florida high school situated in a highly transient area dependent on the space industry, citrus farming, and tourism. These occupations produce a significant amount of job-related stress affecting students' home life and attitudes toward school. After implementing the current research-based accounting system with the use of a personal computer, scanning machine, and appropriate software (Dbase and Report Writer), a Quality Circles team was formed to evaluate the system's effectiveness. Findings showed that only 8.5 percent of the students missed more than one class period daily. The total daily absentee rate for the semester was reduced from 16 percent to 6.1 percent. The report includes 6 graphs, 24 references, and 3 appendices containing a sample leadership evaluation form, an attendance roster form, and an admit slip. (MLH)

ED 340 145 EA 023 649

Fraser, Alexa; And Others
Evaluation of the Asbestos Hazard Emergency Response Act (AHERA). Final Report.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC. Economics and Technology Div.
PUB DATE- Jun 91
NOTE- 447p.; For a summary report, see EA 023 324.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Asbestos; Elementary Secondary Education; *Hazardous Materials; *Inspection; Program Evaluation; *School Buildings; *School Safety
IDENTIFIERS- *Asbestos Hazard Emergency Response Act 1986

In fall 1989, the initial implementation of the Asbestos Hazard Emergency Response Act of 1986 (AHERA) was evaluated. AHERA regulations required inspection of all elementary and secondary schools to identify any asbestos-containing building materials present; preparation of an asbestos management plan for each school; notification of parents and staff of the plan's availability for review; and training of school maintenance and custodial workers. The evaluation study focused on buildings occupied by K-12 students and employed a national statistical sample of 30 communities, in which 198 schools were visited and thoroughly inspected. Findings were compared with the original AHERA inspection as presented in each schools' management plan. The evaluation comprised six separate research areas: school building inspections; management plans; response actions; original AHERA inspection evaluation; notification; and maintenance and custodial worker training. Original AHERA inspectors had correctly estimated the quantity of each asbestos-containing material in 60 percent of the buildings. The report contains a glossary, an executive summary, and

Answers," by Anne J. Udall, answers questions concerning the characteristics of such students, their prevalence, and the best ways to meet their curriculum needs. Next, Mary T. Kolesinski in "The Bilingual Gifted: Viable Strategies for Effective Programming" proposes strategies for improving the identification process and teaching strategies to address the special needs of these students. In the fourth paper, "An Update on the Javits Project: Identifying and Serving Disadvantaged Gifted Youth," Evelyn L. Hiatt presents preliminary information on the Texas Student Portfolio (TSP), a measure designed to provide unbiased assessment of characteristics associated with gifted students, especially as they pertain to critical and creative thinking. (The TSP is part of a 3-year project undertaken by the Texas Education Agency with funding from the Jacob K. Javits Gifted Students Education Act of 1988. The project's purpose is to fulfill the grant's objective to investigate nontraditional approaches to identifying and serving underrepresented populations in programs for the gifted.) Finally, Evelyn Hiatt and Jeanette Covington respond to common questions on identifying and serving diverse populations. (DB)

ED 340 165 EC 300 815

LaCoste, Linda D.
The Implementation of an Alternative School Setting for High Risk Handicapped Adjudicated Juveniles Aged Nine to Sixteen Years.
PUB DATE- 91
NOTE- 124p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Agency Cooperation; At Risk Persons; *Delinquency; *Disabilities; Intermediate Grades; Intervention; Juvenile Courts; *Juvenile Justice; Program Development; Public Schools; *School Community Programs; Secondary Education; Special Programs; *Special Schools; Student Improvement; Youth Problems
IDENTIFIERS- *Adjudicated Youth

This practicum was designed to provide an alternative setting for those handicapped adjudicated youths (ages 9-16) who, because of antisocial acts, behavioral/emotional problems, learning disabilities, attendance problems, and other reasons, were excluded from the mainstreamed setting. The practicum sought to enhance the cooperative efforts of the public school system, special education, the judiciary system, and the community. A teacher was assigned to the Juvenile Justice Alternative School by the school system's director of special education and a juvenile judge recommended 10 students for the first class. An advisory committee and a fund-raising committee were implemented. Over a 7-month period, most of the students showed improvement in the areas of reading, math, prosocial behavior, attendance, and conduct. Appendices contain copies of various administrative forms and contracts, a promotional leaflet, and a community questionnaire. (Includes approximately 80 references.) (JDD)

ED 340 166 EC 300 816

Teas, Brenda
A Countywide Program for Expanding Speech-Language Services in the Elementary Schools.
PUB DATE- 91
NOTE- 94p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English

Zimbabwe, Kenya, Mexico, Zambia, Philippines, Malaysia, and Guyana. Stressed are the following principles: rehabilitation in response to a locally felt need; acceptance of the concept of simplified rehabilitation; partnership with family members; community involvement; an appropriate infrastructure; and recruitment of volunteers from the community. CBR effectiveness is discussed next showing that the greatest gains came when mothers worked with community volunteers. The fourth section looks at limitations of CBR. Recommendations cover: methods of introducing the innovation; ingredients to help establish sound programs; the need for ongoing training; the role of the home visitor and of professionals; curriculum elements; establishment of parent associations; and the relationship between CBR and institutional-based rehabilitation services. An appendix briefly describes nine programs. Includes 18 references. (DB)

ED 340 185 EC 300 835

Access: Plan for Ensuring Access for Individuals with Disabilities to All New York State Education Department Programs and Services.
PUB DATE- Aug 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); Administrator Role; Agency Cooperation; *Disabilities; Elementary Secondary Education; Higher Education; *Policy Formation; Program Administration; Special Education; *State Departments of Education; *State Standards; *Statewide Planning
IDENTIFIERS- *New York

This monograph presents the plan of the Intra-Agency Council of the New York State Department of Education to increase physical and programmatic accessibility of all Department programs and services. First, the mission and goals of the Council as well as its activities are briefly reviewed. Next, the process for developing the department plan is detailed including specific actions to address such issues as access to Department-sponsored meetings, communication of Department policies regarding purchase of specialized equipment for disabled employees, and a training needs assessment. Responsibilities of the Department, of management, and of staff are then outlined. The major section presents the plan for each Department Office in terms of its responsibilities, identified priorities regarding accessibility, and actions planned for the next year. Plans of the following offices are detailed: Office of the President of the University and Commissioner of Education; Office of the Executive Commissioner; Office of Cultural Education; Office of Elementary, Middle, and Secondary Education; Office of Higher and Continuing Education; Office of the Professions; and Office of Vocational and Educational Services for Individuals with Disabilities. Finally, the plan's evaluation process is summarized. A listing of Council members is attached. (DB)

ED 340 186 EC 300 836

Matlock, Barbara; And Others
The Collaborative Learning Process: Peer Coaching in Special

the native speaker, bringing about modification and restructuring of the interaction in order to arrive at mutual understanding. The pilot study, although limited to nine NNS of English, indicates that interaction generates a larger quantity and greater redundancy of input, which both help make a linguistically complex version of directions more comprehensible than those given without interaction, as a premodified text. Questions remain regarding the mechanism by which these input modifications are brought about during the course of interaction. It appears that interactional adjustments such as comprehension and confirmation checks and clarification requests may be the means by which input is repeated or reworded until understanding is reached. It is hoped that these findings will contribute to second language acquisition theory and provide a framework for the development of learning materials and instructional techniques. Contains 15 references. (LB)

ED 340 205 FL 019 677

Perez, Cesar Morales
How the Knowledge of Rhetorical Structure Helps Improve Reading and Writing Skills.
PUB DATE- Apr 90
NOTE- 19p.; Paper presented at the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Bound Students; *English (Second Language); Higher Education; Instructional Effectiveness; *Reading Comprehension; *Reading Skills; *Rhetoric; Skill Development; *Technical Writing; *Writing Skills
IDENTIFIERS- *Summarization

A study addressed the following questions: (1) whether the recognition of rhetorical functions and techniques in English helps students of English as a Second Language understand written technical information better; and (2) whether students are better prepared to write accurate summaries of scientific or technical texts if they have been taught rhetorical functions and techniques. Subjects were 60 university-bound science students with 6 years of elementary and secondary school training in English as a Second Language, randomly assigned to two groups. In a 3-month period, both groups were taught deduction and comprehension skills at the morphological and syntactic levels. The experimental group was also taught cohesion devices and specific rhetorical functions commonly used in written material for science and technology. Tests of reading comprehension and summarizing skills were devised for the study. Results indicate that subjects in the experimental group gained higher scores in reading cmprehension by giving correct answers to questions requiring reinterpretation, reorganization, and inference. The experimental group also performed better on summary-writing tasks. It was found that written material with few discourse markers and more implicit cohesive items were difficult for both groups. Further research is recommended. (MSE)

ED 340 206 FL 019 756

Malave, Lilliam M., Ed.

Development; Media Selection; Second Language Instruction; *Second Languages; *Spanish; Standardized Tests; *Student Evaluation; Testing; Travel
IDENTIFIERS- *United Kingdom

This resource guide is designed for teachers and others interested in fostering Spanish instruction in the schools of the United Kingdom, especially at the secondary level. The first of nine chapters looks at the status of and rationale for Spanish language instruction in the United Kingdom. The second chapter addresses topics in instructional management, including identification of learner needs, using available resources, and evaluating instructional materials. Filling in the gaps in instructional materials by creating or adapting existing materials is the subject of chapter 3. Chapter 4 offers ideas for incorporating Spanish culture into the classroom environment, and chapter 5 offers guidelines for the teacher in the arrangement of visits and travel. The sixth and seventh chapters focus on the objectives of student assessment and on standardized tests. Finally, chapters 8 and 9 provide, respectively: guidelines for helping students who want to pursue higher level courses in Spanish or to use it in jobs and careers; and information on courses, conferences, and other resources for the future professional development of the teacher. A glossary and list of useful addresses are appended. (MSE)

ED 340 226 FL 019 942

Boaks, Peter
German/Deutsch. Resource Guides for Teachers.
PUB DATE- 91
NOTE- 62p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Classroom Techniques; Cognitive Style; *Cultural Education; Elementary Secondary Education; Foreign Countries; *German; Higher Education; Information Sources; *Instructional Materials; International Educational Exchange; *Language Tests; Media Selection; Realia; *Second Language Instruction; Second Language Learning; *Standardized Tests; Teaching Styles; Testing; Travel
IDENTIFIERS- Authentic Materials; *United Kingdom

This resource guide is intended for teachers of German and for administrators considering the introduction German language instruction in their schools or colleges in the United Kingdom. The first of 10 chapters looks at the status of German teaching in the British curriculum, primarily at the secondary level. Chapter 2 describes standardized test and certification programs. The third chapter discusses the selection and use of various forms of published instructional materials, and the fourth chapter focuses on teacher development or adaptation of other resources such as realia and authentic materials. In chapter 5, the role of teaching and learning styles and the contribution of a variety of classroom instructional activities and approaches are examined. Chapter 6 offers ideas for incorporating German culture into the classroom environment, and chapter 7 provides ideas for arranging school travel and exchange visits. The eighth chapter focuses on the objectives of student assessment and on standardized tests. Chapters 9 and 10 provide, respectively: pointers for helping students who want information about opportunities to study German in higher education as well as about jobs and careers using German; and teaching, and the case for more inservice education for language teachers. A self-assessment form designed to help language teachers think about their department's training and professional development needs is provided. The second section of the guide offers suggestions for tailoring thinking and arguments to appropriate audiences, including other departments, parents, and students. Lists of additional resources, related research and development projects, and useful agency addresses are appended. (MSE)

ED 340 247 FL 019 970

Taylor, Alison
Languages Home and Away. Pathfinder 9.
PUB DATE- 91
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; Foreign Countries; *International Educational Exchange; Interviews; *Language Role; Program Administration; Questioning Techniques; Second Language Instruction; Second Language Learning; Student Exchange Programs; *Student Projects; *Study Abroad

This guide offers ideas and techniques for projects designed to enhance the social and linguistic experiences of students participating in international exchanges. The first section outlines potential topics and procedures for projects conducted in the home, school, or local environment during stays in foreign countries. Most are based on site visits and personal interviews. The second section gives recommendations for ensuring the success of such project work by establishing collaborative relationships with colleagues in the host school, planning work and visits very carefully, and preparing students adequately. Section three contains practical advice for visits to a primary school, nursery school, home for older adults, hospital, market or shopping area, radio station, and library. Followup activities are outlined in section four, and spinoff activities are suggested in section five. Section six presents additional ideas for maximizing the benefits of visits abroad, including organizing collections or exchanges of books, cassettes, games, and other materials, and individual and group assignment topics. Sources of further reading and useful addresses are also listed. A variety of interview formats in French, Spanish, and German are appended. (MSE)

ED 340 248 FL 019 982

Love, Theresa A.
A Guide for Teaching Standard English to Black Dialect Speakers.
PUB DATE- 91
NOTE- 117p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Vocabularies/Classifications (134),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Black Dialects; Glossaries; *Grammar; Higher Education; *Language Patterns; *Language Tests; Lesson Plans; Negative Forms (Language); Nouns; Pretests Posttests; Pronouns; Pronunciation; Secondary Education; *Second Language

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Freedom; Arbitration; *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Faculty Evaluation; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Insurance; Job Layoff; Leaves of Absence; Personnel Policy; Records (Forms); Retrenchment; Sabbatical Leaves; *State Colleges; Teacher Promotion; Teacher Retirement; Teacher Salaries; Tenure; Unions; Work Environment
IDENTIFIERS- *Keene State College NH; National Education Association; *NEA Contracts

The collective bargaining agreement between the University System of New Hampshire Board of Trustees and the Keene State College Education Association, an affiliate of the National Education Association, for the period July 1, 1989 to June 30, 1991 is presented. Twenty-five articles cover the following: recognition; definitions; management rights; academic freedom; fair practices; grievance procedures; arbitration procedures; personnel files (access and content); evaluation procedures (performance, for promotion, and for tenure; rank qualifications and criteria; contracts and tenure; faculty workload (including supervision of student teachers, office hours, academic advising, librarians, and academic coordinators); work year; system-wide vacancies and transfers; retrenchment; sabbatical leave; leaves without pay; other leaves; miscellaneous working conditions; association rights; salary; benefits (supplemental compensation and health benefits); no strike-no lockout; separability; and duration. (JB)

ED 340 269 HE 025 062

A Master Agreement between the State of Iowa Board of Regents and the UNI-United Faculty. July 1, 1989-June 30, 1991.
PUB DATE- 1 Jul 89
NOTE- 90p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Arbitration; *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Faculty Evaluation; Fringe Benefits; Grievance Procedures; Higher Education; Insurance; Job Layoff; Leaves of Absence; Personnel Policy; Records (Forms); Retrenchment; *State Colleges; Teacher Promotion; Teacher Retirement; Teacher Salaries; Tenure; Unions; Work Environment
IDENTIFIERS- *Iowa

The master agreement between the State of Iowa Board of Regents and the UNI-United Faculty for the period July 1, 1989 to June 30, 1991 is presented. Fifteen articles cover the following items: recognition; union rights (use of facilities and services); evaluation procedures (files and access to them, student, professional, department head and administrative evaluations);personnel files (review, responses, notice, right to copy); staff reductions; summer employment; leaves (professional development, sick leave, jury leave, and others); salaries; insurance (life, disability, health, dental); grievance procedures; appeal of denial of tenure; failure to promote; nonrenewal of probationary appointments; termination of term appointments before the end of appointment; and recommendations to terminate a tenured faculty member; deductions; health and safety; compliance; and duration. Six

Analysis showed an above average self-esteem rating for both groups. They spent 21-30 hours per week at school; over one-fourth worked up to 24 hours per week. Both groups needed financial assistance, but single parents needed it more. Single parents needed child care assistance. Both groups needed emotional support and education/job preparation assistance. They seemed to have somewhat realistic expectations about future employment and earnings and to be closely following the footsteps of their parents with respect to education and job preparation. (Extensive data tables are provided. The instrument and a 56-item bibliography are appended.) (YLB)

ED 339 809 CE 052 838

Arizona Vocational Home Economics Program Guide.
SPONS. AGENCY- Arizona State Dept. of Education, Phoenix. Div. of Career and Vocational Education.
PUB DATE- Jun 83
NOTE- 308p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Competency Based Education; Criterion Referenced Tests; *Curriculum Development; Educational Facilities Planning; High Schools; Material Development; *Occupational Home Economics; Program Development; Program Guides; *Program Implementation; Student Organizations; Teacher Developed Materials
IDENTIFIERS- Arizona

This guide is designed for the vocational home economics teacher as a resource document necessary for a comprehensive program for home economics education. It includes all of the important resources, including philosophy, program guidelines, and program of instruction (classification of instructional programs). A copy of the Guide for Developing Competency-Based Curriculum for Vocational Home Economics is provided to assist in the implementation of competency-based curriculum for classroom use. It is divided into two sections. Section I expands the Arizona State Model by reviewing what has been done, presenting the essential skills for the occupation of homemaking and related occupations, and defining a model program in home economics. Section II provides the "how-to-do-it" components. It explains a method of comparing a district's competency lists with those validated by the state and details the steps in formulating objectives. The process of developing the learning strategies and criterion-referenced evaluation instruments is shown. Other sections of the guide include information on youth groups; materials on facilities planning; forms for programs evaluation and planning; and appendixes that contain information on advisory committees, an article on the impact of the microcomputer, and a list of computer resource material appropriate for home economics. (YLB)

ED 339 810 CE 052 989

Stepping Up. A Partnership for Jobs in the 1990's.
PUB DATE- Jul 88
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Career Education; Cooperative

Development; *Creativity; Developmental Stages; Individual Differences; *Older Adults; Retirement; Self Determination; Talent

An investigation was made of the relationships between creativity and factors associated with the aging process of retired and current artists over the age of 65. Its focus was to determine differences among three groups of creative people--continuing artists, retired artists, and new artists--in terms of their views of how aging affects creativity. One-to-one qualitative interviews were conducted from June to September 1990 with six men and six women. The group consisted of four retired artists, four new artists, three musicians, and one writer/puppeteer. A literature review focused on creativity, the creative process, creativity in aging, and educational implications of aging. Findings indicated that creativity was considered an inherent quality discovered early in life. Creativity was universally defined as what a person brings of himself or herself to an idea or product. Education was considered to be of value to the creative person. The research did not indicate physical barriers to creativity from a mental standpoint. Social barriers centering around the societal attitudes about older persons affected how long an older person continued in his or her area of creativity. Continued recognition and support for their creative endeavors were factors in whether the artists continued with their interest in creativity. Chronological age did not appear to limit creativity. New and continuing artists appeared more vital and happy than retired artists. (Appendixes include 36 references, correspondence, and an interview discussion outline.) (YLB)

ED 339 829 CE 059 710

Nieto, Ruben D.; Henderson, Janet L.
Assessing the Educational and Financial Needs of Small-Scale Dairy Farmers in Socopo, Venezuela. Summary of Research 64.
PUB DATE- 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Adult Farmer Education; Age; *Dairy Farmers; *Educational Needs; Employment Experience; Extension Agents; Family Income; *Financial Needs; Foreign Countries; Information Sources; Livestock; Teaching Methods; Technical Education; Veterinarians
IDENTIFIERS- *Venezuela

The process of transferring agricultural technology in many countries was studied to determine the perceived educational and financial needs of small-scale dairy farmers in Socopo, Venezuela. The following data were collected: (1) demographic characteristics--age, educational level, farm size, number of lactating cows, dairy farming experience, and family income; (2) perceived educational and financial needs; (3) sources of obtaining technical information and frequency of use; (4) teaching techniques; and (5) relationships between the demographic characteristics and perceived educational and financial needs. Data for the descriptive correlational study were collected through personal interviews (N=137). Descriptive statistics were used to accomplish study objectives. Study findings included the following: (1) there is a discrepancy in terms of educational needs in dairy farm management activities; (2) educational programs for farmers should be based on identified needs, not farmer characteristics; (3) farmers need the most financial help in forages and livestock areas; (4)

underdeveloped countries and, in developed countries, in inner city and rural areas that lack physicians. (167 references) (Author/KC)

ED 339 847 CE 059 769

Conti, Gary J.; Fellenz, Robert A.
Assessing Adult Learning Strategies.
PUB DATE- 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Adult Learning; Adult Students; Cognitive Style; *Evaluation Methods; *Experiential Learning; *Learning Processes; *Learning Strategies; Learning Theories; Lifelong Learning; Research Methodology
IDENTIFIERS- *Self Knowledge Inventory Lifelong Learning Strateg

The Self-Knowledge Inventory of Lifelong Learning Strategies (SKILLS) was developed to measure adult learning strategies in real-life learning situations. SKILLS consists of a series of 12 scenarios from real-world situations that reflect Shirk's (1990) nine general categories of learning for real-life situations and that necessitate various types and levels of learning. Questions assess how likely an individual is to use specific strategies for dealing with the learning problem. The instrument can be completed in 20 minutes and can be self-scored. SKILLS is based on five aspects of the learning process: metacognition, metamotivation, memory, resource management, and critical thinking. Field tests with 253 adult learners showed that SKILLS has construct, content, and criterion-related validity and that it is reliable. SKILLS is being refined to increase the discriminating power of individual items, to strengthen its reliability, and to make it more relevant to respondents. The final form of the instrument may be used to help people think about how they learn and to test various learning strategies with adults. (The SKILLS inventory is included in this document. There are 36 references.) (KC)

ED 339 848 CE 059 770

Professionals' Ways of Knowing and the Implications for CPE. Proceedings, Commission for Continuing Professional Education of the AAACE Pre-Conference (Montreal, Quebec, Canada, October 13-15, 1991).
PUB DATE- Oct 91
NOTE- 177p.; Tables 1-5 have marginal legibility due to extremely small print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Cognitive Processes; Cognitive Structures; Concept Formation; Creative Thinking; Critical Thinking; Intuition; *Learning Processes; Postsecondary Education; *Professional Continuing Education; *Professional Development; Professional Personnel; *Skill Development; Teaching Methods

This document contains the following 30 papers (most with short abstracts): "The Teacher Transition Response" (Carley); "There Must Be Some Meaning to This: Storytelling as a Research Method" (Group for Collaborative Inquiry); "The Impact of Patient, Social and Political, Practice Environment, and Physician Factors on the Integration of Health Promotion into Family Physicians' Offices" (Jennett et al.); "Developing the new, commitment-based approach to the work force, jobs are broader than before, combining planning and implementation and including efforts to upgrade operations. Control and lateral coordination depend on shared goals; expertise, rather than formal position, determines influence. Management believes that employee commitment will lead to enhanced performance. Assessing the costs of the commitment-based approach is difficult because many problems inherent to the strategy remain to be solved, for example, employment assurances, compensation, effects of technology, supervisors' role, and union-management relations. Most organizations initially make a more limited set of changes when making the transition to a commitment approach. The transformation may be fueled by economic necessity, but other factors shape it. (A work force strategies table compares the following aspects of the control, transitional, and commitment approaches: job design and principles, performance expectations, management organization, compensation policies, employment assurances, employee voice in policies, and labor-management relations.) (NLA)

ED 339 866 CE 059 804

Coordinating Federal Assistance Programs for the Economically Disadvantaged: Recommendations and Background Materials. Special Report No. 31.
PUB DATE- Oct 91
NOTE- 82p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Bureaucracy; *Cooperative Programs; *Coordination; *Economically Disadvantaged; *Eligibility; Employment Programs; Federal Aid; *Federal Programs; Financial Support; Grants; Job Training; Leadership Responsibility; Medical Services; Poverty Programs; State Agencies; Welfare Agencies; *Welfare Services

This special report from the National Commission for Employment Policy on coordinating federal assistance programs for the economically disadvantaged contains two parts. Part 1 includes recommendations for improving public assistance coordination programs in general and employment and training programs in particular. Eight recommendations focus on the following: (1) leadership; (2) an economic empowerment task force; (3) eligibility criteria and technology grants; (4) reorganization; (5) simplifying oversight procedures and committee structures; (6) eligibility criteria and poverty levels; (7) state human resource councils; and (8) public assistance impact analysis. Part 2 is a background paper, "Federal Public Assistance Programs" (Neal S. Zank), that contains information on coordination and eligibility issues. After a program history, the following sections are included: coordination and management in the federal government; coordination and management in the states; and program eligibility criteria. Thirty references and three appendices are included: (1) descriptions of federal programs for the economically disadvantaged--cash assistance, medical assistance, food assistance, education assistance, employment and training assistance; (2) poverty thresholds and other measures; and (3) income eligibility tests used in programs for the economically disadvantaged. (NLA)

ED 339 867 CE 059 805

Ainsworth, Robert G.
Improving the Effectiveness of the Employment Service: Defining

devoted to milling operations, that students use to describe a part and to use that description to write a CNC program; and (2) EZ-EDM, a software package designed to create parts programs for electrical discharge machining (EDM). Instructional materials are illustrated with line drawings. (KC)

ED 339 884   CE 059 833

Yunke, P.; And Others
Stamping Die Making. 439-318/320.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- 90
NOTE- 554p.; Some diagrams will not reproduce clearly. For a related curriculum guide, see CE 059 834.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Design; *Computer Assisted Manufacturing; Computer Oriented Programs; Computer Software; Electrical Systems; *Machine Tools; Numerical Control; *Programing; Technical Institutes; *Tool and Die Makers; Trade and Industrial Education; Two Year Colleges
IDENTIFIERS- *Die Cutting; Electrical Discharge Machine

Each unit in this curriculum guide on stamping die making contains an introduction, objectives, materials required, lessons, space for notes, figures, and diagrams. There are 29 units in this guide, dealing with the following topics: EZ-MILL programming; EZ-MILL BATT; print of punch and EZ-MILL part programming; download to Computer Numerical Control Bridgeport Mill; set tool length offsets; edge finding; test run; run program; pocket milling; translation, y-symmetry, rotation, scaling; EZ-Electrical Discharge Machining (EDM) programming; EZ-EDM BATT programming; wire EDM; wire-cut EDM; spark information and cutting charts; squaring the wire; set up and start point location; the main menu; principles of wire-cut EDM; Mitsubishi Medi-Apt programming; CRT settings and display unit configuration of Mitsubishi wire EDM; setup and the wire EDM; Media-Apt computer program development; program methods of describing lines off of circles and points; manual programming of piecepart; setting up and using wire EDM tools and fixtures; wire EDM setting up and taper angle cutting; sample progressive die; and Medi-Apt computer commands. Twenty-one appendixes give further information, help, and answer keys. (NLA)

ED 339 885   CE 059 834

Yunke, P.; And Others
Mold Die Making. 439-322/324.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- 90
NOTE- 217p.; For a related curriculum guide, see CE 059 833.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Electronic Control; *Machine Tools; Occupational Safety and Health; Technical Institutes; *Tool and Die Makers;

an introduction and topics covered, purpose, objective(s), activities, evaluation, resources, content outline, and additional topics. Section 1 covers the following: telephone manners; telemarketing in relation to the firm; personal minimum skills; telephone as a marketing tool; telemarketing trends; training personnel; dimensions; marketing techniques; and telemarketing and marketing mix. Topics in section 2 are as follows: attention techniques; customer relations; customer rapport; product benefits; building rapport; handling objections; closing techniques; and appointments and call backs. In section 3 the following subjects are covered: marketing; consumer and industrial markets; competition; market development; daily calculations/sales; and inventory control. Three topics in section 4 are computer keyboarding, consumer laws, and time management. Section 5 contains the following: consumer credit; credit limits; collection procedures; and market research. Consumer behavior, goal setting, career searches, and job search techniques are dealt with in section 6. Section 7 contains communications and minimum skill tasks. (NLA)

ED 339 902 CE 059 862

Perlman, Leonard G., Ed.; Hansen, Carl E., Ed.
Aging, Disability, and the Nation's Productivity. A Report on the Mary E. Switzer Memorial Seminar (15th, Washington, D.C., June 3-5, 1991).
PUB DATE- Oct 91
NOTE- 89p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Age Discrimination; *Aging (Individuals); *Disabilities; Employer Employee Relationship; *Employment; Employment Practices; Employment Problems; *Equal Opportunities (Jobs); Federal Legislation; *Labor Force; Older Adults; Unemployment; Unions; *Vocational Rehabilitation
IDENTIFIERS- *Older Workers

This monograph contains proceedings of a seminar focusing on the enhancement of the lives and independence of older Americans with disabilities. Introductory materials include: an Introduction (Leonard Perlman, Carl Hansen); Seminar Greeting (Richard Materson); Welcome (Harry Smith, Martin Sicker); a foreword, "Meeting the Changing Needs of an Aging America" (Edward Roybal); and a speech by a U.S. Department of Education commissioner, "Aging and Rehabilitation" (Nell Carney). The action papers that served as the basis for deliberations are as follows: "Employment of the Older Worker with a Disability: An Overview" (Kathy Sisco); "Serving the Older Worker with a Disability: The Role of Rehabilitation" (Jerold Bozarth); "Employment of Older Workers with a Disability: Attitudes and Legal Issues" (Malcolm Morrison); "Toward Employer Flexibility through the Employee Life Cycle: The Case for the Older Worker" (Paul Rupert); and "Empire Strikes Back: Meeting the Health Care Needs of an Aging Workforce" (Steven Leclair). Each paper concludes with excerpts of reviews and comments made by Switzer Scholars. The chapters followed by "One Point of View: A Reaction to the Chapters" (Paul Leung) and seven special invited papers: "Aging with a Disability: Another Advocacy Priority" (June Kailes); "Older Workers with Disabilities: A Minority Perspective" (Paul Leung); "Aging, Habilitation, and Persons with Developmental Disabilities" (Richard Coelho); "A Tri-Center Approach to a Unique Dichotomy" (Spencer Bartley); "Wanted for Work: Mature Employees" (Samuel Sacco); "Older and legislation; (3) history of the legislation; (4) hearings; (5) committee views; (6) votes in committee; (7) cost estimate; (8) regulatory impact statement; (9) section-by-section analysis; and (10) changes in existing law. (KC)

ED 339 921 CE 059 906

Silvanik, Robert A., Ed.
Meeting the Goal of a Literate America: The State Response. State Policy Reports.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 90
NOTE- 63p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Delivery Systems; *Educational Needs; Family Programs; Human Resources; Labor Education; Labor Force Development; *Literacy Education; Program Development; Program Evaluation; *State Programs; Unions
IDENTIFIERS- *Workplace Literacy

This report contains 10 articles, written by national and state leaders in the adult literacy field, that pose challenges confronting the adult literacy system. The articles provide a framework for states to use in beginning the process of achieving a literate citizenry and work force. Titles and authors are as follows: "Building State Literacy Systems" (Susan E. Foster); "Strategies for Developing a State Literacy Infrastructure" (Karl Haigler); "Goals and Targeting in Adult Learning Systems" (Jack A. Brizius); "Designing Quality Programs in Adult Literacy: State and Local Program Initiatives" (Judith A. Alamprese); "Effectively Training an Adult Basic Education Workforce" (Sondra Gayle Stein); "Strategies for Evaluating the Effectiveness of Programs" (Thomas G. Sticht); "The Case for Family Literacy Programs" (Sharon Darling); "Valuing the Human Resource" (Don Woodside); "Nine Points about Organized Labor's Participation in State Workplace Literacy Initiatives" (Anthony R. Sarmiento); and "The State Role in Adult Literacy Policy" (Jack A. Brizius). (KC)

ED 339 922 CE 059 908

Redick, Sharon S.; Vail, Ann
Motivating Youth at Risk.
PUB DATE- 91
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; Classroom Techniques; Dropout Prevention; Educational Strategies; Goal Orientation; *High Risk Students; *Home Economics; Incentives; *Learning Motivation; Motivation Techniques; Potential Dropouts; Secondary Education; *Student Characteristics; *Student Motivation; *Teaching Methods

This monograph provides home economics educators with a resource that contains an overview of youth at risk, reviews motivation theory as a basis for educational decision making, and provides practical teaching suggestions that will help home economics

Kimmel, Ellen B.; Nevill, Dorothy D.
Comparison of Values and Roles for Adult Women and Men from Five International Cultures.
PUB DATE- Jul 90
NOTE- 22p.; Paper presented at the International Congress of Cross Cultural Psychology (10th, Nara, Japan, July,1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; Comparative Analysis; *Cross Cultural Studies; *Cultural Differences; Foreign Countries; *Role Perception; *Sex Differences; Sex Role; *Values
IDENTIFIERS- Canada; Portugual; United States; Yugoslavia

This study examined sex differences in values and roles reported by five samples of adults from North America and Europe. The data were derived from a larger set gathered as part of the Work Importance Study (WIS) in which researchers in a dozen countries developed the two instruments in their own language. The question posed here related to the number, direction, and pattern of sex differences among the adults for whom these data were available by sex. Subjects included 5,160 English-speaking Canadians, 1,222 French-speaking Canadians, 1,836 United States citizens, 344 Yugoslavs, and 136 Portuguese adults for whom data on sex differences were available on both scales. Instruments used were the Salience Inventory and the Values Scale. In viewing the pattern of sex differences across cultures, it was apparent that there is a range. English-speaking Canadians showed the greatest number of sex differences, while Francofone Canadians showed the fewest. Since Portuguese and Yugoslavian participants showed similar patterns to those from the United States, both in terms of number and direction, it cannot be argued that women's greater participation in political and economic change in the United States resulting in presumably expanded roles has produced substantially different values relations between sexes. As a group, the women from the five samples indicated higher values and participation than the men. The patterns of difference reflected some traditional and some nontraditional relations. (LLL)

ED 339 940 CG 023 841

Archer, Elayne; Cahill, Michele
Building Life Options: School-Community Collaborations for Pregnancy Prevention in the Middle Grades.
PUB DATE- 91
NOTE- 147p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Counseling; High Risk Students; Intermediate Grades; Junior High Schools; Junior High School Students; *Pregnancy; *Prevention; Program Development; *School Community Relationship; Sex Education

This handbook was written to encourage and assist school districts, schools, and community-based organizations to respond to the growing need for adolescent pregnancy prevention activities in the middle grades. It reflects the experiences of with measures and motivation as dependent variables. (LLL)

ED 339 958 CG 023 860

Weber, Roserita
Factors Associated with Self-Esteem in Sixth through Ninth Graders.
PUB DATE- 19 Apr 91
NOTE- 83p.; M.S. Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Elementary School Students; Family Structure; Intermediate Grades; Junior High Schools; Junior High School Students; *Locus of Control; Middle Schools; Secondary School Students; *Self Concept; *Self Esteem
IDENTIFIERS- Middle School Students

Those who guide and work with children are interested in enabling them to build concepts about themselves that lead to higher self-esteem. This study investigated factors associated with self-esteem in sixth through ninth graders. The independent variables were locus of control, family structure, sex role, gender, grade level, and parental alcohol usage. Instruments used were the Personal Attribute Inventory, the Nowicki-Strickland Locus of Control Scale, the BEM Sex-Role Inventory, and a Student Information Sheet. The sample consisted of 163 students from a middle and a junior high school. Six composite null hypotheses were tested using three-way analysis of variance. A total of 28 comparisons were made with an additional 14 recurring comparisons. Of the five comparisons that were significant, three were for main effects and two for interactions. The significant main effects were: family structure for the dependent variable self-esteem; and sex role for both the dependent variables self-esteem and locus of control. The significant interactions were between family structure and locus of control, and between family structure and sex role for the dependent variable self-esteem. The results support an association between: (1) family structure and self-esteem; (2) sex role and self-esteem; and (3) sex role and locus of control. An interaction between family structure, locus of control, and self-esteem and an interaction between family structure, sex role, and self-esteem were supported. (Author/LLL)

ED 339 959 CG 023 861

Speer, Rita D.
Nurses' Attitudes towards Alcoholics.
PUB DATE- 25 Apr 91
NOTE- 107p.; M.S. Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Alcoholism; *Attitudes; *Nurses; Nursing Education; Postsecondary Education

Nurses' attitudes toward the alcoholic can have a profound impact on the person suffering from alcoholism. These attitudes can affect the alcoholic's care and even whether the alcoholic chooses to recover. This study investigated attitudes of approximately 68 nurses employed in hospitals, 49 nurses in treatment facilities, 58 nursing students, and 27 instructors in schools of nursing. The independent variables were: level of

*Hospitals; *Older Adults; *Patients; Predictor Variables; Rehabilitation; Well Being
IDENTIFIERS- *Happiness

Older persons (55 years and older) with cardiovascular disease are at increased risk for hospital readmission when compared to other subgroups of our population. This issue presents an economic problem, a concern for the quality and type of care provided, and an urgent need to implement innovative strategies designed to reduce the rising cost of medical care. This study attempted to identify risk factors for the prediction of those individuals at risk for non-elective hospital readmission for the same disease. A multifactorial assessment was performed on a group of cardiovascular diseased patients (N=121). Over the course of 90 days after their initial discharge, the incidence of non-elective readmissions was observed in order to determine: (1) the frequency of readmission; (2) the ability to predict readmissions; and (3) if the identified risk factors have implications for rehabilitation intervention. Findings indicated that two variables--happiness and physical health--contributed to the prediction of older persons at risk for nonelective hospital readmission. Persons reporting worse physical health, and lower levels of happiness were more likely to be rehospitalized during the 90-day follow-up period. Of seven factors, four were univariate significant predictors of admission status: number of secondary disorders, physical health, personal adjustment, and happiness. The following recommendations are made for further study: (1) the replication of this study utilizing a larger sample would provide opportunities for cross-validation of the results; (2) more data are needed regarding acceptable readmission rates for a cardiac care unit; prospective studies are needed to better define the patient population within this specific patient category; (3) the extent to which the predictive power of the model could be improved through consideration of additional factors should be examined; (4) the practical benefits of a model such as this needs to be evaluated in an on-site trial; and (5) the use of other instruments measuring morale may add to the amount of information available about one's life satisfaction or subjective well-being. (LLL)

ED 339 978 CG 023 891

D'Andrea, Michael; And Others
Building Strategies To Meet the Developmental Needs of Homeless Children.
PUB DATE- Jan 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Counseling Objectives; Counselor Role; Elementary School Students; Elementary Secondary Education; *Homeless People; Individual Development; Intervention; Models; *School Counseling; *School Counselors; Secondary School Students

While most people would readily agree that all family members and especially children are likely to experience adverse effects to their personal development as a result of being homeless, it is both surprising and distressing to note how little attention this topic has received in the professional literature to date. Counselors are well-advised to first discuss the problems of homelessness as they impact both individual students and the school body at-large with principals and teachers. Counselors might also express their availability to consult with interested teachers about various types of guidance activities middle grades (ages 8 to 10), and older readers (ages 10 to 13). Indexes of titles, authors, and illustrators are attached. (SR)

ED 339 998 CS 010 778

Ediger, Marlow
Reading: Skills versus Ideas.
PUB DATE- 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavioral Objectives; Conventional Instruction; *Educational Philosophy; Elementary Education; Humanistic Education; *Reading Instruction; *Reading Skills; Teaching Methods; Whole Language Approach

Debate regarding the teaching of reading as skills versus reading as securing ideas has been in evidence for some time. The "measurably stated objectives" philosophy emphasizes that the act of reading should be divided into specific skills in which the inherent component parts are identified and a highly detailed list of precise objectives are stressed in teaching and learning situations. A psychology of behaviorism harmonizes well with a skills reading curriculum. Toward the other end of the curriculum, an idea-centered curriculum may be emphasized. The excitement and challenge of reading ideas is paramount, and learners seek, select, and read diverse materials, sequencing their own learning. Trade books are much in evidence. A psychology of humanism harmonizes well with a "reading as securing ideas" approach. Holism is involved in that learners are to comprehend subject matter and appreciate literature rather than achieve specific skills, measurably stated, in reading. Specific skills may be emphasized as the need arises, but not as predetermined, precise objectives for learner attainment. Whether behaviorism or humanism is used as the philosophy of reading instruction, teachers need to guide each student to achieve optimally in reading. (RS)

ED 339 999 CS 010 779

Rothenberg, Adrienne S.
Integrating Study Skills into the Secondary School Curriculum.
PUB DATE- 91
NOTE- 51p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Design; Foreign Countries; Higher Education; Instructional Effectiveness; Learning Strategies; Metacognition; Secondary Education; *Study Skills
IDENTIFIERS- Educational Issues; Ontario

Incorporating an emerging view in which education is viewed from an integrated pedagogical-androgogical approach, this paper examines the theories and issues surrounding the incorporation of study skills into the aims and objectives of the education system and the school curriculum. The paper includes information from materials which deal with adolescent learning as well as higher education, and examines practical resources and instructional approaches. Following an introduction, the paper's four sections discuss the current status of study skills instruction in the schools; study skills program

PUB DATE- Aug 91
NOTE- 68p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Computer Assisted Instruction; *Computers; Computer Software; English Instruction; High Schools; High School Students; *Remedial Instruction; *Writing Attitudes; *Writing Improvement; *Writing Instruction; Writing Research

A practicum implemented a program of writing instruction using computers, and measured its effectiveness in helping eleventh-grade remedial students meet the district's ninth-grade writing proficiency requirements, and in improving students' attitudes toward writing. Subjects were 13 eleventh-grade students in a C-track (remedial) English class. A pre-implementation survey determined experience and attitudes toward writing and computers. Writing assignments from the ninth grade writing proficiency exam were used as a pretest (handwritten) and posttest (handwritten and computer written). In 34 sessions over a 12-week period, students were instructed (using computers with word processing and software) on sentence structure and paragraphing. A posttest questionnaire elicited students' attitudes about writing and the use of computers. Results indicated that students improved in writing in both style and mechanics, with all students passing the proficiency paragraph exam. Improvements were noted both in the computer-generated and the handwritten assignment. Results also indicated that students' attitudes toward writing and homework improved as a result of the computer writing experience. (Twenty-three references are included; two appendixes contain the student questionnaire and the student computer ability survey.) (SR)

ED 340 019 CS 213 087

Spiegel, Lisa A.
English Education: The New Civil War.
PUB DATE- 10 Dec 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; College School Cooperation; Collegiality; Elementary Secondary Education; *English Instruction; *English Teacher Education; Higher Education; *Public School Teachers; *Teacher Attitudes; *Theory Practice Relationship
IDENTIFIERS- Educational Issues

The breach between university and public school educators is wide, but can be bridged so that students are not deprived of effective English education. First, public school teachers should acknowledge that university educators are teachers as well, and university educators must tailor their pre-service and in-service classes to meet the needs of public school teachers. Second, public school educators need to recognize that research does indeed relate to teaching, must be willing to try some new and different things, and should pay attention to educational research--or do research. University educators need to make research more accessible and attractive to public school educators. Third, public school educators need to listen to what university educators have to say about English education with the same courtesy they expect from their own students and consider trying some of the suggestions in their

20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Area Writing; *Data Interpretation; Educational Research; Higher Education; Instructional Effectiveness; *Interpretive Skills; *Statistical Analysis; *Statistics; *Writing Assignments
IDENTIFIERS- *Writing Contexts; Writing Development

A study investigated the effect of writing in statistics classes on students' interpretation skills (translating the results of data analysis into verbal interpretations that are accessible to non-statisticians). One hundred twenty-two students in three statistics classes received either low, moderate, or high instructional emphasis in interpretive skills. Results indicated that students in the high emphasis class who wrote "press releases" (based on the data sets) that were free of statistical jargon achieved higher scores on computation and interpretation, relative to scores received by students in either the moderate or low emphasis class. Results also showed no differences in level of conceptual knowledge across classes, indicating that a high emphasis on interpretation did not detract from student focus on concepts. Results further indicated that writing focused students' attention on the context and rationale for statistics. (One figure of data is included.) (PRA)

ED 340 040 CS 213 120

Buzash, Michael D.
The French Academy: Arbitrator of Taste, Order, Genius--Immortality.
PUB DATE- Oct 90
NOTE- 12p.; Paper presented at the Annual European Studies Conference (Omaha, NE, October 11-14, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- European History; Foreign Countries; French Literature; *Intellectual History; Language Usage; *Recognition (Achievement); *Scholarship
IDENTIFIERS- *France; *French Academy (France); Literary Awards; Literary Quality

The French Academy is the oldest of the scholarly societies of France. Its ideals and preferences of order, genius, and immortality have influenced the schools, conservatories, universities, and archives and the intellectual and artistic tastes of the time. Its foundation was laid by nine lettered, well-educated laymen and ecclesiastics around 1629. From the start the Academy placed top priority on composing a dictionary, the first edition of which appeared in 1694. In addition to literary tasks, the Academy was charged with the distribution of literary prizes. After having been suppressed, five academies were united under the name of the Institution of France in 1795. In 1803 Napoleon restructured this institution, which found its final form under Louis XVIII by royal ordinance in 1816. Members of the Academy select and elect new members. Speeches given by new Academicians must be written in perfect form, include a sincere expression of gratitude for the honor of acceptance into the Academy, and ardently bestow brilliance and accomplishment on the deceased predecessor. The "Larousse include the survey, analytical components, and 11 tables of data are attached.) (PRA)

ED 340 058 CS 507 658

Caplan, Richard E.
An Analysis of the Use of Command Line and Graphic Interface in Computer Instruction for the Communication Research Course.
PUB DATE- 13 Apr 91
NOTE- 20p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 11-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Computer Literacy; *Computers; *Computer System Design; Course Objectives; Higher Education; Undergraduate Students
IDENTIFIERS- *Computer Anxiety; Computer Users; *Graphical User Interfaces

A study investigated whether the computer anxiety of novice users would be reduced more with graphic user interfaces than with command line interfaces. Computers have become an integral part of communication research, and undergraduates are being required to take research courses that necessitate the use of computers. Forty-five students enrolled in an undergraduate communication research course at a large urban university in the Midwest participated in the study. Subjects ran a computer program using either command line or graphic interfaces. Pre- and post-tests measured computer anxiety. Results indicated that interface does not have an effect on the level of computer anxiety for novice users. Results further indicated that there seems to be no simple solution to computer anxiety for novice users. The use of graphic user interface, no matter which platform is employed, does not reduce novice user anxiety. (One table is included; 17 references are attached.) (PRA)

ED 340 059 CS 507 659

Waller, Dennis R.
The Communication Paradigm in the Debate Process.
PUB DATE- Nov 91
NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Awareness; *Communication Skills; *Debate; Higher Education; *Judges; *Persuasive Discourse; *Public Speaking; Student Evaluation; Verbal Communication
IDENTIFIERS- Debate Coaches; *Debate Strategies; Debate Tournaments; *Speech Rate

Over the last several years the increased speed of delivery in debate tournaments has made it difficult for judges to keep up with a debate during a round of competition. The responsibility for communication should be upon each debater to deliver his or her arguments, with intelligence, to the judge or critic. Debate is an oral communication process, so fast delivery not only defeats the purpose of persuasive communication, but also works against one of the expressed goals of the CEDA (Cross

(120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Debate; Higher Education; *Judges; *Persuasive Discourse
IDENTIFIERS- *Debate Tournaments; *Interpretation Analysis (Lambert)

Interpretation analysis is a new and interesting event on the forensics horizon which appears to be attracting an ever larger number of supporters. This event, developed by Larry Lambert of Ball State University in 1989, requires a student to perform all three disciplines of forensic competition (interpretation, public speaking, and limited preparation) within one event. Interpretation analysis challenges students and allows them to demonstrate their ability to adapt to various communication contexts, by first placing the student in the role/context of an interpreter, then into the role/context of a communicator, and finally into the role of a respondent to a question. Furthermore, the abilities tested by this event can be tested neither by the literary criticism nor the program oral interpretation events. While the use of questions in forensics events is controversial, their potential for abuse would be reduced by having tournament directors do a better job of screening judges for the event, and making their use optional. Interpretation analysis is not an event in which all students can, or even should, participate. But for those students who seek a challenge, this event can provide an excellent opportunity to showcase a number of varied talents. (Two appendixes containing, respectively, information given to interpretation analysis judges at Ball State University and rules for interpretation analysis used by the Morehead State University Eagle Championships are attached.) (PRA)

ED 340 080 CS 507 692

Phillips, Kendall R.
An Objective Analysis of CEDA.
PUB DATE- Oct 91
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Communication Research; *Debate; Higher Education; *Persuasive Discourse; *Speech Communication; *Verbal Communication
IDENTIFIERS- Cross Examination Debate Association; *Debate Strategies; *Debate Tournaments; Speech Rate

A study analyzed the delivery of dabaters participating in the final rounds of the CEDA (Cross Examination Debate Association) National Tournament from 1989-1991. Transcripts of the final rounds were used to determine the words-per-minute and the number of pieces of evidence read per speech. Three statistical measures were used to analyze the information: description of the data, a correlation coeficient calculated between words-per-minute (wpm) and evidence-per-speech (eps), and independent three-way ANOVAs of wpm and eps. Results indicated that the lack of correlation between eps and wpm disconfirmed prior assumptions that evidence is the cause of rapid delivery. Additionally, there was an interesting lack of difference between wpm and the different speeches, suggesting that the 1AR (First Affirmative Rebuttal) is not the culprit behind rapid delivery. Results further indicated a significant difference in

Smey-Richman, Barbara
School Climate and Restructuring for Low-Achieving Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 164p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Accountability; *Administrator Role; Dropout Prevention; *Educational Environment; Education Work Relationship; Elementary Secondary Education; *Low Achievement; Outcomes of Education; Participative Decision Making; School Based Management; School Community Relationship; *School Effectiveness; *School Restructuring; *Teacher Role
IDENTIFIERS- *School Culture

Although analogous and vague definitions of school climate may help in determining whether low-achieving students are experiencing a more positive or negative school climate, more clarity is needed to render the climate construct more observable, measurable, and malleable. Tagiuri conceptualizes climate as the total environmental quality within an organization and suggests that environment consists of four dimensions: ecology, milieu, culture, and social system. Attempts to define school climate in terms of ecology (building characteristics, size, and finances) and milieu variables (teacher and student characteristics) have shown low or inconsistent relationships with student outcomes. Research suggests that variables within the school culture and social system dimensions do influence student outcomes. The second section of this book discusses Tagiuri's culture and social system dimensions and their relationship to academic and other desirable outcomes for low achievers. Policies and practices of academically effective schools are contrasted with those of less effective schools. The third section describes restructuring, or fundamental school change, as an approach to improving school climate to benefit low achievers. Options discussed are limited to decentralized authority and shared decision making, new professional roles and relationships, accountability systems, curriculum modifications, and school-community partnerships. Finally, seven sample restructuring programs are described. (387 references) (MLH)

ED 340 102 EA 023 504

Grady, Marilyn L.
The Medical Model and the Preparation of Education Professionals.
PUB DATE- 21 Oct 91
NOTE- 15p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Baltimore, MD, October 25-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Design; *Curriculum Development; Curriculum Research; Higher Education; *Medical Education; *Teacher Education; *Teacher Education Curriculum; Teacher Effectiveness

Through a review of the training of medical professionals, similarities can be identified as well as interesting possibilities for the preparation of education professionals.

DESCRIPTORS- Collective Bargaining; Compliance (Legal); Constitutional Law; *Court Litigation; Dismissal (Personnel); Due Process; *Employer Employee Relationship; *Equal Opportunities (Jobs); *Faculty College Relationship; *Higher Education; Legal Problems; *Legal Responsibility; Postsecondary Education; School Law; Student Rights; Teacher Rights; Tenure; Torts

Higher education case law in 1990 is discussed in this chapter under nine major topics: (1) intergovernmental relations; (2) discrimination in employment; (3) faculty employment; (4) administrators and staff; (5) students; (6) liability; (7) antitrust; (8) patents; and (9) estates and wills. Questions of the authority of federal, state, and local agencies over higher education continue to be one of several dominant issues. Another is the relationship between institutions of higher education and students, alumni, and the public as particularly reflected in the definition of constitutional rights and tort litigation. Employment issues as defined by constitutional and federal and state regulations continue as another dominate theme. (MLF)

ED 340 125 EA 023 559

Bryant, Miles T.; Grady, Marilyn L.
The Buck Stops Here: Critical Incidents in School Governance as Interpreted by Superintendents.
PUB DATE- 91
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Education; *Board Administrator Relationship; *Conflict; Elementary Secondary Education; *Expectation; *Role Conflict; *School Administration; *Superintendents
IDENTIFIERS- *Role Ambiguity

This study explores conflict between school superintendents and board members as perceived by superintendents. A critical incident methodology as elaborated by Flanagan was used to isolate and examine conflict. Common types of conflict include problems with family and friends, personal agendas, hiring and firing problems, and role uncertainty. Findings suggest that board members' private interests (as defined by superintendents), combined with superintendents' ingrained expectations regarding a proper corporate model of school governance, contribute to a dysfunctional conflict in the school policy domain. Both the expression of private interests and the superintendents' expectations impede role negotiation, a natural part of the superintendent/board member relationship. Helping school district officials and administrators make conflict more constructive requires changes in assistance to boards and in the preparation and socialization of school administrators. (30 references) (MLH)

ED 340 126 EA 023 563

Vandegrift, Judith A.; And Others
Powerful Stories, Positive Results: Arizona At-Risk Policy Report, FY 1990-91 Executive Summary .
SPONS. AGENCY- Arizona State Dept. of Education, Phoenix.
PUB DATE- 15 Nov 91
NOTE- 39p.; For the Project Report, see EA 023 547.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

numerous graphs, figures, and tables. An appendix volume contains sample AHERA evaluation data collection forms, discussion guides and findings for staff and parent notification groups, management plan results, an EPA key elements checklist, sample correspondence, and information about statistical and technical methods. (MLH)

ED 340 146 EA 023 821

America 2000 Communities: Getting Started.
PUB DATE- Jan 92
NOTE- 55p.; For more information, call 1-800-USA-LEARN (1-800-872-5327); in the Washington metropolitan area: 401-2000.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Action; *Community Involvement; Elementary Secondary Education; *National Programs; Preschool Education; *Report Cards; *School Community Relationship
IDENTIFIERS- *America 2000; *National Education Goals 1990; *New American Schools

This booklet is intended to be a guide for local communities concerning the six National Education Goals articulated in 1990 on how to become an "America 2000 Community" in the context of that program. There are four principal criteria for an America 2000 Community: (1) Adopt the six National Education Goals; (2) Develop a community-wide strategy to meet them; (3) Design a report card to measure progress; (4) Plan for and support a "New American School." The booklet walks the reader through the National Education Goals, providing guidance on how to get started, tips for assembling a successful steering committee, and how to be designated an America 2000 Community. The emphasis is on local action. Throughout the booklet there are quotations and sidebars providing advice from participants and coalitions around the country. (WTB)

ED 340 147 EC 300 796

Pinkerton, Dianna
Preparing Children with Disabilities for School. ERIC Digest #E503.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Early Childhood Education; *Early Intervention; Educational Legislation; *Federal Legislation; Government Role; Individualized Programs; Models; Parent Role; *School Readiness; Teacher Role; *Transitionalprograms
IDENTIFIERS- *Education of the Handicapped Act Amendments 1986; ERIC Digests; *Individualized Family Service Plans

This digest summarizes information on the roles of the Federal Government, the family, and teachers in preparing young children with disabilities for school. Noted are relevant

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Change Strategies; *Delivery Systems; Elementary Education; Inservice Education; Intervention; *Language Handicaps; *Management Development; Personnel Needs; Program Development; *Speech Handicaps; *Speech Therapy; Training

This practicum addressed the need to expand and change the speech-language pathology service delivery system within Harris County (Texas), which was experiencing severe shortages of speech-language pathologists with numbers of students going unserved. The practicum involved planning training sessions on alternative service delivery strategies and conducting the training sessions for lead speech pathologists and special education directors from 24 school districts. The strategies were job sharing, multilevel service, use of paraprofessionals, consultation, technology, and collaboration. Notebooks providing resources and details for each strategy were created and distributed for follow-up use in strategy implementation. The practicum resulted in speech pathologists and special education directors feeling better informed about the use of alternative strategies and resulted in increased use of the strategies and more students being served. However, due to population growth, the percentage of students being served remained stable. Appendices contain administrative documents such as organizational charts, a questionnaire, instruments for evaluating objectives, guidelines for the employment and utilization of supportive personnel, and a description of the resource notebook compiled for training participants. (Approximately 50 references) (JDD)

ED 340 167   EC 300 817

Nichols, Polly
Through the Classroom Door: What Teachers and Students Need.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- May 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Behavior Change; *Behavior Disorders; Classroom Techniques; Curriculum; *Educational Practices; Elementary Secondary Education; *Emotional Disturbances; Master Teachers; Teacher Burnout; Teacher Characteristics; Teacher Education; Teacher Qualifications; *Teaching Methods
IDENTIFIERS- *Behavior Management

This paper examines issues in the education of students with emotional or behavioral disorders (EBD), especially those issues that impinge upon teachers or which teachers directly affect. The paper cites many findings from a report by Jane Knitzer and others titled "At the Schoolhouse Door," which is critical of much educational practice in the EBD field. The paper describes qualifications of teachers of children and adolescents with EBD. It criticizes the "curriculum of control" that exists in many schools and that emphasizes controlling behaviors rather than focusing on academics. Research is cited showing that the emphasis on control tends to generate the very behaviors that EBD placement is designed to ameliorate. Examples of stimulating, effective classrooms are also cited. The paper notes problems with teacher burnout in the EBD field and describes the content of EBD teacher preparation programs. A debate is summarized on the relative importance of university training versus personal qualities in the making of a master

Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 91
NOTE- 15p.; For the participant guide, see EC 300 837.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; *Cooperation; Delivery Systems; Elementary Secondary Education; *Generalization; *Inservice Teacher Education; Peer Relationship; *Peer Teaching; *Severe Disabilities; *Special Education Teachers; Teaching Methods; Teamwork; Workshops
IDENTIFIERS- *Collaborative Learning; Peer Coaching

This paper explores the use of a peer coaching model, the Collaborative Learning Process (CLP), to increase the application of content from inservice teacher training. Educators (N=40) of students with moderate to severe disabilities were trained in the use of CLP to encourage application of the newly trained skill of facilitating skill generalization. The model involved: (1) choosing a partner; (2) establishing a climate of trust; (3) participating in the collaborative learning sessions; and (4) keeping the process going. Training involved four sessions covering the CLP process, writing of student objectives with generalization intent, assessment of generalization, and use of decision rules and strategies to solve generalization problems. Participants were surveyed after training to determine if they coached using CLP and if they perceived any effects on their knowledge and application of training content. Results indicated about 55 percent of those trained in the use of CLP utilized CLP to apply the content of skill generalization. In addition, there was a high correlation between incentives for participation and use of CLP. Barriers to the implementation of CLP included lack of time, perceived lack of administrative support, difficulties with the CLP process, and problems in relationships between partners. Noted are implications for those considering use of the CLP model. Includes 11 references. (DB)

ED 340 187   EC 300 837

Matlock, Barbara
CLP Participant Guide. GIST: Generalized InService Training Project.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 91
NOTE- 19p.; For a related document, see EC 300 836.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; *Cooperation; Elementary Secondary Education; *Inservice Teacher Education; *Learning Problems; Peer Relationship; *Peer Teaching; *Special Education Teachers; Teaching Methods; Teamwork; Workshops
IDENTIFIERS- *Collaborative Learning; Peer Coaching

The participant guide to implementation of the Collaborative Learning Process (CLP) is presented. The CLP is designed to increase the application of content through inservice teacher training. The first section reviews the basic components of CLP, summarizes how to prepare for the first session, and how to keep CLP going. The second section outlines the rationale for and benefits of CLP. CLP involves a partnership of two

NABE Annual Conference Journal 1988-1989.
PUB DATE- 89
NOTE- 192p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Bilingual Education; *Bilingualism; Bilingual Teachers; Cognitive Processes; Educational Change; *Educational Strategies; Elementary Secondary Education; Higher Education; Hispanic Americans; *Ideology; Language Tests; *Limited English Speaking; Models; Parent Education; Parent Participation; Phonology; Problem Solving; Professional Associations; Program Implementation; Reading Skills; Sciences; Spanish; Teacher Education; Teaching Methods; Writing Skills
IDENTIFIERS- *National Association for Bilingual Education

This document contains papers from two NABE annual conferences: (17th, Houston, Texas, April 27-May 1, 1988) and (18th, Miami, Florida, May 9-13, 1989). Papers cover three categories: (1) bilingual education and bilingualism: realities in the twentieth century; (2) current ideologies and models in bilingual education; and (3) effective instructional strategies in bilingual education. The following papers are included: "Challenging Mainstream Myths with Bilingual Excellence" (Ana Zentella); "Bilingualism in Canadian Education" (Georges Duquette); "Demographic Characteristics of Hispanic Students in Higher Education" (Julia Coll); "Bilingual Teachers' Ideologies in the Integration of Hispanic and Southeast Asian Immigrant Students: An Initiative Between Practitioners and Researchers" (Martha Montero-Sieburth); "Integrating Language and Context in the Preparation of Bilingual Teachers" (Robert D. Milk); "A Model for Implementing Bilingual Education" (Roy Howard); "The Effective Schools Movement: Implication for Title VII and Bilingual Education Projects" (Betty Mace-Matluck); "Contextual Elements in a Bilingual Cooperative Setting: The Experiences of Early Childhood LEP Learners" (Lilliam Malave); "Analyzing Hispanic Students' Science Problem-Solving Skills" (Stephanie Knight, Kersholt Waxman); "Examining the Cognitive Reading Strategies Used by Hispanic Elementary Students While Reading Spanish" (Yolanda Padron); "Evaluating the Effectiveness of Writing on the Comprehension and Retention of Content Reading in Bilingual Students" (Andrea Bermudez, Doris Prater); "The Effects of Parent Education Programs on Parent Participation" (Andrea Bermudez, Yolanda Padron); and "Construction of a Phonological Development Test in Spanish and English (PHDESE) for Bilingual Children" (Virginia Gonzales). (LB)

ED 340 207 FL 019 888

Spolsky, Bernard
Of English Marks and American Reviewers.
PUB DATE- Mar 90
NOTE- 15p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (24th, San Francisco, CA, March 6-10, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Cultural Differences; *English (Second Language); Foreign Countries; *Interrater Reliability; *Language Tests; Scores; *Scoring
IDENTIFIERS- Americans (United States); British; *Cambridge English Examinations; *Test of English as a Foreign Language

A discussion of the differences between the Test of English as a information on courses, training opportunities, and funding resources for the teacher's own professional development. A list of useful addresses is appended. (MSE)

ED 340 227 FL 019 943

Hawkins, Eric, Ed.
Intensive Language Teaching and Learning: Initiatives at School Level.
PUB DATE- 88
NOTE- 165p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; *Curriculum Development; Elementary Secondary Education; Foreign Countries; French; German; *Immersion Programs; *Intensive Language Courses; *Language Teachers; Program Descriptions; Program Design; Second Language Programs; *Teacher Education; Underachievement
IDENTIFIERS- Canada; Germany; *United Kingdom

This British collection of essays on intensive second language instruction is divided into four groups. A section on intensive courses outside Britain includes: "Intensive Courses in a German Youth Hostel"; "Intensive German from an Austrian Perspective: An LEA Initiative"; and "Integrating Intensive Sessions into the Sixth Form Curriculum." Papers on bilingual and immersion education include: "Goff's School, Hertfordshire"; "Mill Hill School, London"; "Heathside School, Surrey: Birth of a Section Bilingue'"; "An Experiment: Cookery in French"; "'Immersion' in Canada and Wales: A Background Note"; and "A Case History from Wales." A group on intensive courses at local centers includes: "Intensive Foreign Language Courses in Hertfordshire;" "'Immersion' in the European Resources Centre in Leicestershire"; "An Intensive French Course for Underachievers"; "Intensive Courses at Burwell House, Cambridgeshire"; "Peers School, Oxford: Three Possible Patterns"; "Lancashire College, Chorley"; "Intensive Teaching in Kingston-upon-Thames"; and "Building Intensive Days into the Curriculum." Essays on cooperative programs linking teacher training and schools include: "Building Bridges: Intensive Language Teaching in Partnership"; "Intensive Days for Schools: Using Student Teachers at Goldsmiths'"; and "Training Teachers for Intensive Teaching: The Sheffield Experience." A concluding essay looks at future directions. A list of resources and a bibliography are appended. (MSE)

ED 340 228 FL 019 944

Phillips, David, Ed.
Languages in Schools: From Complacency to Conviction.
PUB DATE- 88
NOTE- 226p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Classroom Techniques; Computer Assisted Instruction; *Curriculum Development; *Educational Change; *Educational Policy; Educational Trends; Elementary Secondary Education; Foreign Countries; Scores; Second Language Instruction; Second Language Learning; *Standardized Tests; *Theory Practice Relationship
IDENTIFIERS- *United Kingdom

This collection of essays gives an overview of recent trends and

Instruction; Sentence Structure; Speech Habits; Teaching Methods; Tenses (Grammar); Verbs

Strategies are suggested that can be used by teachers who are trying to get Black Dialect speaking students to speak and write the General Dialect. The approach takes into account the fact that all speakers are not on the same level. The need for careful pre-testing and determination of class rank is suggested, as are various ways of evaluating student progress. Vocabulary building is emphasized along with techniques that may be used in general communication skills. The main teaching strategy recommended is that of using second language teaching approaches such as comparison and language drills. A syllabus outline is provided, followed by 14 individual lessons on: introduction to the course; Black Dialect as a variety of English; omission of "s" third person singular; formation of the past tense; formation of the perfect tense; invariable be, negative be, zero copula; omission of auxiliary verbs and of verbs pertaining to the senses; formation of the plurals of nouns; formation of the passive case of nouns; various forms of pronouns; over inflection of nouns, adjectives, adverbs, and verbs; multiple negation; inverted word order; and final review lesson. A Black Dialect Pre-test, unit tests, and post-test are included. The materials may be used in pre-service and in-service training programs, in junior and senior high school English classes, in college and graduate level classes, and as self-instructional materials. (LB)

ED 340 249 FL 019 984

Zucker, George K.
Problems of Translation of Judeo-Spanish Texts.
PUB DATE- Aug 91
NOTE- 10p.; Paper presented at the Annual Meeting of the American Association of Teachers of Spanish and Portuguese (73rd, Chicago, IL, August 7-11, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alphabets; Diachronic Linguistics; *Diacritical Marking; *Dialects; Hebrew; Language Variation; *Linguistic Borrowing; *Non Roman Scripts; Romanization; *Spanish; *Translation; Uncommonly Taught Languages

Problems in the translation of Judeo-Spanish texts go beyond the problems normally associated with translation. Aside from near-native control of two languages, the translator must have knowledge of vocabulary that is not completely Spanish and an understanding of the unique orthographic history of the Judeo-Spanish dialect. There are Spanish words that have a different meaning in Judeo-Spanish, creating potential for confusion. In addition, Judeo-Spanish vocabulary has been derived from many other languages, including Greek, Bulgarian, Rumanian, Serbo-Croatian, Turkish, Hebrew, French, and English. Regional variations in Judeo-Spanish also occur. In some cases, words from two languages have become fused to create a new form. The writing system presents problems for translation because until the 18th century, the Hebrew alphabet was often used even to write Spanish texts, with adjustments for elements occurring in Spanish but not in Hebrew. Representation in the Roman alphabet is difficult. Ideally, it requires selection of a single set of orthographic conventions but historically and currently, transcription systems vary. Diacritic markings, common in Spanish, are uncommon in English. The translator must be able to use and justify a transcription system when necessary. (MSE) appendixes contain 1989-90 minimum salary guidelines, 1990-91 minimum salary guidelines, a grievance form, a notice of appeal form, an intent to appeal to an arbitrator form, and an auhorization for payroll deduction form. Also included is a memorandum of understanding. (JB)

ED 340 270 HE 025 063

Seymour, Daniel T.
TQM on Campus: What the Pioneers Are Finding.
PUB DATE- Nov 91
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; Attitudes; Change Strategies; Cost Effectiveness; Decision Making; *Educational Administration; Educational Quality; Efficiency; *Higher Education; National Surveys; *Quality Control
IDENTIFIERS- American Association for Higher Education; *Total Quality Management

This article reports survey findings from a comprehensive, critical assessment of quality management initiatives at 22 pioneering colleges and universities. The 83 respondents identified key benefits of Total Quality Management (TQM) and major frustrations and problems. Key benefits included: increased involvement of people; increased listening by staff to customers; increased efficiency; improved climate and attitudes; increased respect for data based decision making; breaking down of campus barriers; improved communication across institutional components; improved focus on institutional mission; reduced redundancies; and improved cost effectiveness. Frustrations and problems identified included: time requirements; unclear commitment by top leadership; aversion to change by some; difficulties in achieving a deep acceptance of TQM philosophy; difficulties in establishing effective teams; and difficulties in identifying tangible results. (DB)

ED 340 271 HE 025 064

Marchese, Ted
TQM Reaches the Academy.
PUB DATE- Nov 91
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Attitude Change; Attitudes; Change Strategies; Cost Effectiveness; Decision Making; *Educational Administration; Educational Quality; *Efficiency; Higher Education; National Surveys; *Quality Control
IDENTIFIERS- *Total Quality Management

This introduction to the application of Total Quality Management (TQM) on college campuses first reviews the development and application of TQM principles in Japanese industries and recent implementation in industries and the Federal Government in the United States. Twelve principles of TQM are then identified: (1) a focus on quality; (2) customer-driven; (3) continuous improvement; (4) making processes work better; (5) extending the mindset; (6) the discipline of information; (7) elimination of rework; (8) teamwork; (9) empowerment of people; (10)

Programs; Coordination; *Corporate Support; *Disadvantaged Youth; *Employment Potential; High Schools; *Job Skills; Job Training; *School Business Relationship
IDENTIFIERS- *Stepping Up (Aetna)

This booklet, a public relations publication of Aetna Life & Casualty, describes Aetna's partnership program with schools, community groups, and other businesses to help disadvantaged youth develop employability skills. The issue of closing the employability gap is briefly addressed, and Aetna's interest and role in developing a pool of qualified job applicants is discussed. Aetna's responsibility to coordinate the "Stepping Up" support team is then explained. The three basic resources that the schools, community groups, and other businesses can use to bridge the employability gap are discussed: dollars through local grant-making; volunteer participation; and employment and training in various businesses. The three existing education and employment programs that Aetna is expanding as part of "stepping up" are described. They are Saturday Academy, which provides educational enrichment and motivation for inner-city seventh graders; Students at Work, which keeps at-risk high school students from dropping out; and Office Futures, which provides intensive office skills training and job placement for unemployed adults. (YLB)

farmers preferred veterinarians, county extension agents, and neighbors as information sources; and (5) farmers preferred interpersonal teaching techniques over mass media techniques. (NLA)

ED 339 830 CE 059 719

Romero, Carol J.; And Others
The Potential Effectiveness of the Employment Service in Serving Dislocated Workers under EDWAA: Evidence from the 1980s. Research Report 91-02.
PUB DATE- Oct 91
NOTE- 95p.; For a related report, see CE 059 720.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Compliance (Legal); *Dislocated Workers; Eligibility; *Employment Programs; *Employment Services; Federal Aid; Federal Legislation; Federal Programs; Job Search Methods; *Program Effectiveness; Public Policy; *State Programs; State Surveys; Unemployment; Unemployment Insurance; Use Studies
IDENTIFIERS- California; *Economic Dislocation Worker Adjust Assist Act 1988; *Employment Service; Missouri; Pennsylvania

Re-employment experiences were analyzed for dislocated workers who used the services of the Employment Service (ES) during the 1980s under the Economic Dislocation and Worker Adjustment Assistance Act (EDWAA). Data came from administrative records in three states--Pennsylvania, California, and Missouri--noteworthy for differences in their administration of the work tests. Workers eligible for Unemployment Insurance (UI) were subject to taking the "work test," a job search requirement for individuals receiving UI or other benefits from government programs. As part of the work test, individuals were typically required to register with the ES. Pennsylvania did not apply the work test stringently during the period under study. In essence, dislocated workers who used the ES did so of their own volition at any time during their period of unemployment. In contrast, Missouri applied the work test strictly during the period under study. Dislocated workers who received UI were required to register with the agency at the start of a UI claim period. California's application of the work test fell somewhere between the other two states'. Results from the three states suggested that the ES was most effective when use of its services was at the discretion of the dislocated workers, that is, when the work test was not strictly enforced. A literature review of other empirical research on ES suggested that voluntary use of ES was associated with quicker reemployment among dislocated workers. (In addition to a 22-item bibliography, appendixes at the end of each chapter provide data tables and additional information from the states.) (YLB)

Strategies of Research for the Human Resource Professionals" (McWhinney, Shapiro); "Fostering Change in the Change Agent" (Meyer); "Women's Ways of Knowing: Effects of Success in a Man's World" (Mott); "On Discovering Traditions" (Pyrch); "Interdisciplinary Discussions of Professional Ways of Knowing" (Wangerin); "The Structure of Professional Learning and Practice" (Barer-Stein); "Reasons of the Heart: The Distinctive Ways of Learning and Knowing Discovered in a Study of Leaders Working for Social Transformation" (Elias); "Situated Cognition and Cognitive Apprenticeship" (Farmer, Buckmaster, LeGrand); "Professional Practice as Artistry" (Ferszt); "Professional Learning in an Organizational Context" (Kelly); "Learning in Everyday Practice" (MacLeod); "Mechanisms for Helping 'Becoming' Practitioners Develop Professionals' Ways of Knowing" (McAlpine, Frew, Lucas); "School Music Teachers as Musicians" (Roberts); "Implicit Knowing in Medical Diagnosis" (Boreham); "The Washington HRD Human Resource Development Consortium" (Chalofsky); "Pathways to Perspective Transformation among Human Service Professionals" (Farquharson); "Vocational Educators' Ways of Knowing" (Finger); "Routinization and Transformation in Teaching Practices" (Kauppi); "Self-Assessment: Helping Professionals Discover What They Don't Know" (Klevans et al.); "Adult Educator: Practice to Theory" (Leclair); "How Paramedics Learn Informally" (Lovin); "A Missing Link between Learning and Professional Practice: Professional Dilemmas and the Evaluation of Professionals" (Aylin); "A New Conceptualization of the Development of Moral Reasoning" (Beaugard); "Personal Transformation and Professionals' Ways of Knowing" (Karpiak); "The Impact of Organizational Environment on Professionals' Informal Learning" (Kilcoyne, Volpe); "Group Learning among Professionals" (Marsick, Dechant, Kasl); "The Experts: Varieties of Professionalism" (Mitchell); and "Critical Thinking Skills in Continuing Education for the Health Professions" (Smedley). Contact names and addresses are appended. (KC)

the Issues. Research Report 91-01.
PUB DATE- Oct 91
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Compliance (Legal); Cooperative Programs; Coordination; Dislocated Workers; Employment Counselors; Employment Patterns; Employment Programs; *Employment Services; Federal Programs; Financial Support; Foreign Workers; Labor Market; Law Enforcement; *Program Effectiveness; Tax Credits; Unemployment; Veterans
IDENTIFIERS- *Employment Service; Job Training Partnership Act 1982

The Employment Service (ES) was established by the Wagner-Peyser Act of 1933. The act established a nationwide network of state-operated, federally financed employment service offices to match workers to jobs. The following services are performed by the ES: employment counseling, special assistance to target populations, the "work test" for unemployment insurance claimants, certification of individuals for a tax credit program, enforcement and compliance activities, and labor market information. Additional responsibilities include placement of veterans, addressing post-World War II employment trends, importation of foreign workers, and services to dislocated workers. The ES has served millions of persons. Five key issues may improve employment service operations: (1) the role of ES--whom should it serve and what services should be provided; (2) the relationship between ES and Job Training Partnership Act; (3) the appropriate role of the ES in administering the "work test"; (4) the role of the ES in enforcement and compliance activities; and (5) financing the ES and allocation of resources. ES programs and agencies can coordinate when objectives are well specified. (Endnotes, 41 references and 2 appendices are included. Appendix A contains a list of witnesses at two hearings on "Improving the Effectiveness of the Employment System" and appendix B lists other individuals providing testimony.) (NLA)

Trade and Industrial Education; Two Year Colleges
IDENTIFIERS- Die Cutting; *Electrical Discharge Machine;
Electrodes; *Moldmaking

Each unit in this curriculum guide on mold die making contains an introduction, objectives, materials required, lessons, space for notes, figures, and diagrams. There are 10 units in this guide: (1) introduction to Electrical Discharge Machining (EDM); (2) EDM principles; (3) the single pulse; (4) EDM safety; (5) electrode material; (6) electrode holders; (7) flushing; (8) the machine controls; (9) planning a cut; and (10) set up and operation. Four appendices are included: (1) overcut, arc duration, percent on-time and cutting speed graphs; (2) arc duration multiplier chart; (3) area formulas; and (4) project prints. (NLA)

Younger Workers with Disabilities: Shared Needs and Disjointed Policies" (Katherine Seelman); and "Union-Management Cooperation for Implementing the ADA" (Guy Stubblefield). Finally, the major recommendations and implications for action, as developed by the Switzer Scholars, are noted by category for ease of usage. (YLB)

ED 339 903   CE 059 866

Coordination. A Follow-up of 1987-1988 Suggestions and Recommendations. ICoVE's 1989-1990-1991 Report.
PUB DATE- 91
NOTE- 52p.; For related documents, see ED 338 821 and CE 059 867-870.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Agency Cooperation; *Cooperative Programs; *Coordination; *Delivery Systems; Dislocated Workers; Education Work Relationship; Job Training; Labor Force; Performance Factors; Postsecondary Education; Private Sector; Program Development; Reentry Workers; Regional Cooperation; Secondary Education; Special Needs Students; State Standards; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; Illinois; *Job Training Partnership Act 1982

This 3-year follow-up report describes actions taken by the Illinois Council on Vocational Education (ICoVE) during 1989, 1990, and 1991. It addresses the 31 suggestions and 23 recommendations of 5 technical reports (spanning 1987 and 1988) related to coordination. Recommendations from 1987-88 and follow-up actions are reported on the following topics: Job Training Partnership Act (JTPA) 8 percent funds; adequacy and effectiveness of JTPA; perceptions affecting coordination; coordination of JTPA and vocational education; and perceptions regarding JTPA and the Carl Perkins Vocational Education Act. The following recommendations for the Illinois State Board of Education are made: (1) establish performance standards for participants; (2) implement a process for retraining, upgrading, and maintaining the work force; (3) provide services for special populations and place priority for program access; (4) identify program service needs; (5) work with other agencies to facilitate preparation for work; and (6) work with the private sector to identify commerce, industry, and labor needs for education and job-specific preparation, including performance standards. ICoVE membership list is included. (NLA)

teachers reach and teach these students. The guide is organized in five sections. Following a one-page introductory section, the second section describes youth at risk, taking into account environmental descriptors, behavior descriptors, and individual characteristics. It is followed by a discussion of the individual differences that affect teaching and learning. The fourth section focuses on motivation, including theories of motivation and motivating factors in teaching. The final section offers practical suggestions for motivating students in the classroom. A bibliography contains 59 references. An appendix consists of a historical review of motivational psychology from the 1930s to the 1990s. (KC) adolescent pregnancy prevention programs across the country, particularly those of the eight Urban Middle Schools Adolescent Pregnancy Prevention Program projects. It describes many of the lessons learned in these projects about appealing to at-risk youth, overcoming the barriers to implementation, working collaboratively, and dealing with controversy. Part 1 looks at why adolescent pregnancy prevention should take place in the middle grades. Implications for risk prevention strategies are discussed. Changes are looked at for meeting developmental needs in middle grades education. Elements of an effective pregnancy prevention program are outlined, and collaboration is discussed as a means to better meet the needs of adolescents. Part 2 contains information about pregnancy prevention strategies, including family life and sexuality education, postponing sexual involvement, counseling, peer education, school-based clinics, service learning, mentoring, and multicomponent programs. Part 3 discusses program implementation and includes information about planning, handling controversy, promoting effective collaborations, staff development, funding, and evaluation. Appendices include a case study, a summary of evaluation of pregnancy prevention strategies, a summary of statistics on teenage sexuality and pregnancy, and a list of resource organizations. (LLL) nursing education achieved, type of nursing position held, formal alcoholism education, and alcoholism in the family. Dependent variables were psychological etiology, social rejection, physical genetic, humanitarian, moral weakness, and medical illness. Five composite null hypotheses were tested. The results appear to support the following generalizations: (1) participants working in alcoholism treatment facilities had a more accepting attitude toward alcoholics; (2) nurses who were Licensed Practical Nurses and Registered Nurses with baccalaureate degrees had a more humane attitude toward alcoholics; (3) those who received their nursing education during the interval 1975-1985 had a more humane attitude toward alcoholics; (4) college faculty were more likely to view alcoholism as a medical illness; and (5) nurses who reported no alcoholism in their families had a stronger belief in the genetic predisposition toward alcoholism. There were associations between attitude toward alcoholics and the type of position held, level of education, when the nursing education was received, and alcoholism in the family. (Author/LLL)

that could be used to promote cooperation and cohesiveness among all the members in a classroom setting. This recommendation is based on the awareness that many homeless children tend to withdraw from peer interactions. By collaborating with key local persons concerning the needs of homeless children, counselors can develop an informal support network and referral system. Providing various types of support that encourage homeless parents to become more involved in their children's lives is a useful way to help reduce their sense of disengagement and parental impotence. Developing special groups for homeless children may have a potential negative effect of further stigmatizing homeless students. (LLL)

ED 339 979 CG 023 892

Rice, Robert L.; And Others
An Annotated Review of the Investigations on Freshman Seminars and Extended Orientation Courses.
PUB DATE- 15 Oct 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adjustment (to Environment); *College Freshmen; Higher Education; *School Orientation; *Seminars; Social Adjustment; Student Adjustment

Accompanying the growth of freshman seminars and extended orientation courses has been a rich body of literature depicting the process and outcome aspects of the course. This paper provides an annotated review of the investigations on freshman seminar/extended orientation courses. The review is designed to provide faculty and administrators with general guidance on how these courses are configured as well as comprehensive documentation on their general effects. Topics include the effects of these courses on student retention; academic performance; attitudes toward college; faculty; student/faculty involvement; attitudes toward faculty; student use of academic services; student knowledge of the university; involvement in extracurricular activities; remediation of academic skills; and student personality factors. The organizational and content structure of freshman courses and the historical development of the freshman seminar concept are also discussed. (Author/LLL) implementation issues; current practice of study skills instruction in the schools; and the study skills curriculum in secondary schools. Forty-one references are included; an appendix presenting five study skills programs and containing the theory, description, and evaluation of each is attached. (RS)

ED 340 000 CS 010 780

Burnham, Catherine A.; Anderson, Thomas H.
Learning To Sew on a Button by Reading a Procedural Text. Technical Report No. 543.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 91
NOTE- 81p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Grade 7; Grade 10; High Schools; Information Sources; Reader Text Relationship; *Reading Comprehension; Reading Research; Regression (Statistics); *Technical Writing; *Text Structure
IDENTIFIERS- Text Factors

Two studies examined the validity of a model of procedural document processing, and the relationships among document features, reader characteristics, and successful completion of a button-sewing task. The first study tested three information sources. Subjects were 12 seventh-grade, 12 tenth-grade, and 12 adult students who used 2 commercially published texts and 1 experimental text. The experimental text helped older subjects perform better; adult students performed best overall. The second study tested instructions written to encourage more self-testing and self-correcting. Subjects were 105 high school students. Amounts of self-correcting were increased, but overall button-sewing quality did not improve significantly. Effects of the experimental text features were not significant, but analyses of regression performed on the without-instruction button-sewing scores, sewing improvement scores, sewing time, and number of corrections revealed significant effects from gender, grade level, reading ability, coordination, prior experience, and sewing time. (Five figures of data are included; the button-sewing texts, rating scales, and 112 references are attached.) (Author/RS) classrooms. University educators want public school educators to feel welcome in their classrooms and presentations, and they need to work harder to make them feel welcome, but public school educators must first accept university educators as colleagues. (RS)

ED 340 020 CS 213 089

Clark, Carol Lea
Crossing the Writing Threshold.
PUB DATE- Apr 91
NOTE- 16p.; Paper presented at the Annual Meeting of the College English Association (San Antonio, TX, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Processes; College English; Creativity; Higher Education; *Individual Differences; Writing (Composition); *Writing Improvement; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Composition Theory; *Writing Threshold

What pushes a writer over the edge of thought into text production--over what may be called "the writing threshold?" This is the moment when the thoughts in a writer's mind, the writing situation, and personal motivations create a momentum that results in a pattern of written words. There is evidence that not everyone crosses the writing threshold in the same way. Some writers do extensive composing (and even revising) mentally before putting words on paper, while others write down words almost as they are thought. A writer may find crossing the threshold more difficult when material is less well understood. The writing threshold functions like a membrane between the ideas in the writer's head and the flow of words onto the page. "Precipitating states" (which include deadline anxiety, conscious intent, and creative flow) result in the crossing of the membrane or threshold. In the classroom, the concept of the writing threshold gives identity to a critically individual but largely ignored part of the writing process. Students' realizations that there are different ways of crossing the threshold will help de-mystify the writing process, and may help make that moment of text production less mysterious and more approachable. (SG)

Encyclopedia" contains an interesting listing of candidates and explanations of the selection process. Among those not accepted into the ranks of the Academy are Moliere, Pascal, Descartes, Balzac, Michelet, and Flaubert. The Academy has preserved the purity of the French language, codified rules of usage, and has pondered the merits of human contributions and creativity. The Academy's projects have justified its being; the Academicians have immortalized the institution. (RS)

ED 340 041 CS 213 121

Turner, Nigel; Katz, Albert
Activation of Conventional Meaning during the Processing of Figurative Language.
PUB DATE- 17 Aug 91
NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cues; Familiarity; *Figurative Language; Foreign Countries; *Language Processing; Language Research; Recall (Psychology)
IDENTIFIERS- *Meaning Conditions

Two studies investigated the processing of familiar and unfamiliar figurative language. Subjects read paragraphs containing figurative sentences (proverbs in study 1 and metaphors in study 2) or literal controls; later subjects were given a cued recall test designed to test their memory for contextually inappropriate meanings (a literal cue for a target used figuratively and a figurative cue for a target used literally). Metaphor targets were created by writing a literal paraphrase of a proverb that maintained the underlying metaphor but used a different surface structure. Processing time for unfamiliar proverbs, and memory errors for both familiar and unfamiliar proverbs indicated that the conventional meaning of the target was activated, even when it was contextually inappropriate. Results of cued recall suggested that literal meaning was processed automatically for both familiar and unfamiliar proverbs, while figurative meaning was processed automatically only when the proverb was familiar. The similarity of results from the proverb and metaphor data suggest that it is the conceptual model created by the proverb that is important rather than the surface structure sentence of the proverb. Results further indicated that differences between familiar and unfamiliar, figurative and literal target sentences were to some extent caused by an obligatory activation of conventional meaning, in addition to the degree of constraint on the sentence's meaning caused by the context. (Two tables of data and six figures of data are included.) (Author/SR)

Examination Debate Association)--to improve students' communication skills. Although speed is clearly used so that debaters can present more arguments than the opposing team, this practice does nothing for developing useful communication skills that focus on analysis and persuasion of an audience. It is interesting that although most judges do not favor speed in delivery, they are reluctant to reflect this in their ballots, and fast debaters are therefore continuing to win rounds. Since other debaters model the winning techniques, judges should stop rewarding those who favor a fast delivery. Four ways to improve delivery are: (1) to clarify the goals of CEDA; (2) to allow judges to penalize speed; (3) to adopt an audience-centered model for debate; and (4) to emphasize public speaking skills that are usable after the competition is over. (Twenty-six references are attached.) (PRA)

ED 340 060 CS 507 660

Hanson, Trudy L.
Hispanic Storyteller: Unity through the Use of Narrative in the Speaking of Henry Cisneros.
PUB DATE- Oct 91
NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Audience Awareness; Cultural Images; Discourse Analysis; *Hispanic Americans; *Persuasive Discourse; Rhetorical Criticism; *Speech Communication; *Story Telling
IDENTIFIERS- *Cisneros (Henry); Educational Issues; Reagan (Ronald); *Rhetorical Strategies; Texas

Henry Cisneros, speaking on the theme, "the colorful past and promising future of Hispanic heroes in Texas," in Amarillo, Texas, on February 7, 1989, was successful in eliciting a positive response from his Anglo/Hispanic audience. An analysis of Cisneros' use of narrative demonstrates its effectiveness in leading to a feeling of "community" by audience members. W. R. Fisher's narrative paradigm can be used to examine similarities and differences in the use of narrative demonstrated by Ronald Reagan and Henry Cisneros in their rhetoric. Cisneros' use of narrative was able to accomplish a unifying effect because of the cultural values he emphasized, as well as the heightened perception of Hispanic heros he gave his audience. Cisneros called for an end to the underclass, envisioning "a partnership enhancing education, setting a climate of high expectations for all students." Like Reagan, Cisneros demonstrated convincing presentational skills. By combining rational arguments, supported by statistics and demographic data, with effective stories, Henry Cisneros was successful in having the Amarillo audience share his vision of a "Texas in brotherhood," and in creating a sense of unity. (PRA) terms of eps in both the Constructive/Rebuttal and the First/Second speech, with Constructive having more evidence that Rebuttals and First speaker having more evidance than Second speakers. (Several tables of data are included. (PRA)

ED 340 081 CS 507 696

Kaplan, George R.
Images of Education: The Mass Media's Version of America's Schools.
PUB DATE- 92
NOTE- 159p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Cultural Images; Elementary Secondary Education; Government School Relationship; *Mass Media Role; News Reporting; *Public Education; *Public Schools; *School Attitudes; *School Business Relationship; School Community Relationship
IDENTIFIERS- *Media Coverage; Media Government Relationship

Offering insights and ideas for school leaders, the news media, and the public to consider, this book examines how the print and electronic media portray one of the crucial news stories of our time: the education of 50 million American youngsters. The book maintains that, while the school-media connection should be "a natural" for both sides despite the underlying incompatibility of a slow-moving story and a fast-breaking profession, the media provide only infrequent and perfunctory acknowledgment of the nation's school children and are poorly informed about education and schools. Chapters are as follows: (1) Dilemmas and Dimensions; (2) Journalism's Dirty Little Secret: Everybody's Wrong; (3) Crusaders, Paladins, and Their Civilizing Mission; (4) Names Make News; (5) The National Storyteller; (6) Television's Endangered Species; (7) The Indifferent Pundits; (8) The Great Cable Caper; (9) The Business Connection; (10) Between Two Hard Covers; (11) More Than a Newspaper, Less Than a Book; (12) Constant Companion, Minor Medium; (13) Message Pix Gotta Be Good; and (14) Learning about Learning in the Nineties. An epilogue, 121 references, and a 63-item bibliography are attached. (RS)

Described is a medical school curriculum over its 4-year duration. The first year's focus is basic science; the second year's is clinical introduction, and the final 2 years are clerkship years. The instruction provided during these curriculum phases and student evaluation of them are outlined. Three general principles of the curriculum are stated: the core of the method is problem solving, an emphasis is on continuous or continuing medical education, and learning should happen on the job. By looking at the more generic view of the medical school curriculum, the format reveals a heavy content or didactic emphasis in the first year. In the second year it becomes half didactic and half clinical. During the final 2 clerkship years the emphasis is on clinical experience. The professional programs of the medical and education students are then compared. One critical difference noted between clinical experiences is the lack of contact that beginning educators have with excellent role models. The characteristics of each profession are compared to understand how the concept of a profession is viewed in each field. Implications for the training of educators are outlined. (10 references) (RR)

ED 340 103 EA 023 511

Chance, Edward W.
Restructuring, the Principal, and an Educational Vision: Key to Success.
PUB DATE- 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Role; Elementary Secondary Education; Institutional Mission; *Leadership; *Mission Statements; Organizational Objectives; Participative Decision Making; *Principals; School Based Management; *School Restructuring

The success of educational restructuring depends on the quality of leadership exhibited by school administrators. A method to help administrators develop an achievable educational vision is presented in this paper, which focuses on developing strategies for actualizing an organizational vision statement. After a vision is designed, collaboration with others in the school improvement process is crucial for restructuring success. (19 references) (LMI)

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Educationally Disadvantaged; Elementary Secondary Education; *High Risk Students; *Intervention; *Potential Dropouts; *State Programs; Student Attrition
IDENTIFIERS- *Arizona

Outcomes of educational programs for at-risk youth in Arizona are described in this report for the fiscal year 1990-91. Based on 3 years of experience and data from 55 districts and schools with at-risk programs, the report determines the impact of various strategies, presents holistic and discrete intervention models, and discusses policy issues and options. Described are program characteristics, at-risk variables, and effective strategies for K-3 and 7-12 students. Outcomes in student achievement, parental involvement, and staff training are also presented. Other findings are discussed, such as factors in the quality of implementation and the state role. Eleven recommendations are offered. Ten tables and one figure are included. (16 references) (LMI)

provisions of Public Law 99-457, the 1986 Amendments to the Education of the Handicapped Act (Part B), including development of Individualized Family Service Plans to aid in the transition from preschool to the general school setting. Parents are seen as teachers, partners, decision makers, and/or advocates. The important roles of both sending- and receiving-teachers in the transition process, the Capstone Transition Process, is briefly described, and the Capstone Transition Timeline of 15 steps is listed. Includes nine references. (DB)

ED 340 148 EC 300 797

Heflin, L. Juane
Developing Effective Programs for Special Education Students Who Are Homeless. ERIC Digest #E504.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 3p.; For a related document, see ED 339 167.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; Agency Cooperation; *Disabilities; Educational Needs; Elementary Secondary Education; Enrollment; *Federal Legislation; Handicap Identification; *Homeless People; *Program Development; *Special Education
IDENTIFIERS- ERIC Digests; *Stewart B McKinney Homeless Assistance Act 1987

This digest, based on a larger document titled, "Homeless and in Need of Special Education," by L. Juane Heflin and Kathryn Rudy, focuses on educational aspects of the Stewart B. McKinney Homeless Assistance Act. Briefly discussed are: the effects of homelessness on children (e.g., increased health problems); the educational implications of homelessness (e.g., low attendance, unsatisfactory academic progress, poor self-concept); and the educator's role (e.g., encouraging interagency collaboration and providing remediation and tutoring of basic skills). Also noted is the McKinney Act's education portion, Title VII-B, which guarantees homeless children access to education, discourages districts from using restrictive enrollment criteria, and requires appointment of state coordinators who must identify special educational needs of homeless students. Includes 16 references. (DB) teacher. Teacher training programs should offer student teachers the opportunity to develop and practice the same social skills they will be expected to develop in students in EBD classes. The need for continuing professional development support for teachers is also addressed. (28 references) (JDD)

ED 340 168 EC 300 818

Fejes-Mendoza, Kathy
Drug-Exposed Infants: Outlook on Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 91
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; *Congenital Impairments; *Drug Use; Elementary Secondary Education; Family Problems; *Human Services; Incidence; Infants; *Neurological Impairments; Pregnancy; *Prenatal Influences; Preschool Education; Social Problems
IDENTIFIERS- *Fetal Drug Exposure

This paper presents information on several complex aspects of the prenatal drug exposure problem faced by educators and other professionals. The paper examines the incidence of substance-abusing pregnant women and outlines the dimensions of family problems presented by these women in terms of family history, service needs, medical concerns, and psychological characteristics. It discusses the physical and developmental effects in infants prenatally exposed to drugs. Multidisciplinary services are recommended to serve the medical, social, family, economic, educational, and psychological needs of the pregnant drug user. Common misconceptions concerning drug-exposed children's educational needs are dispelled, and a proactive stance in the "need cycle" of families affected by drug abuse is urged. Classroom-level protective and facilitative factors are listed, and recommendations are offered for future directions in serving drug-affected families. Five resources for further information are described. (16 references) (JDD) teachers who provide each other with focused feedback and encouragement. The four steps of the CLP process are detailed: (1) choosing a partner; (2) establishing a climate of trust; (3) developing collaborative learning sessions (broken down into planning sessions, learning sessions, and debriefing sessions); and (4) keeping it going. The appendix contains examples of forms that may be used in the CLP process. (DB)

ED 340 188   EC 300 838

Schwartz, Louis
The Myth of the At-Risk Student.
PUB DATE- 11 Nov 91
NOTE- 32p.; Paper presented at the Topical Conference on At-Risk Children and Youth sponsored by the Council for Exceptional Children (New Orleans, LA, November 10-12, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Disadvantaged Youth; Dropout Prevention; Dropout Research; Elementary Secondary Education; *High Risk Students; Illiteracy; *Incidence; *Labeling (of Persons); Minority Groups; Pregnant Students; Social Bias; *Special Needs Students; Unwed Mothers

This paper attempts to refute current emphases on supposedly increased numbers of "students at risk." It is claimed that such terminology usually includes students who drop out, who become teenage mothers, or who are illiterate. Data are presented in tabular form demonstrating that all three of these "risk behaviors" are at their lowest in America's history. It is suggested that the use of the "at risk" label generates its own stigma, prejudice, segregation, and self-fulfilling validation. Debunking the myth of the at-risk student is seen as a step toward positive policy initiatives to avoid the labeling and dead-end tracking of the poor, the members of minority populations, and the handicapped. A focus on the risk behaviors of individuals and the need to improve risk communication is encouraged rather than application of a new label. Includes 27 references. (DB)

Foreign Language (TOEFL), an American test battery, and the Cambridge English Examinations (Cambridge), a British battery, focuses on the different approaches to language test development embodied in the tests as the source of difficulty in translating between them for individual examinees. Drawing on the results of one statistical comparative study, two alternative approaches to test comparison are suggested: (1) considering the effectiveness of the two test batteries in achieving their tasks; and (2) examining their usefulness for making admission, proficiency, and instructional decisions. The development of the two tests is viewed from both philosophical and historical perspectives. It is suggested that the tests emerged from different world views, one emphasizing a scientific approach and characterized by unease with personal decision-making, and the other a traditional humanistic approach characterized by distrust of formulas and mathematical predictions. A 17-item bibliography is included. (MSE)

ED 340 208 FL 019 908

Gebhard, Jerry G.
Teacher Supervision, Prescription, Training, and Development.
PUB DATE- 91
NOTE- 14p.; Guest lecture given to teacher educators at Janus Pannonius University, Pecs, Hungary.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *English (Second Language); Higher Education; *Inservice Teacher Education; *Language Teachers; *Preservice Teacher Education; *Teacher Supervision

A discussion of the distinctions made between teacher training (preservice) and development (inservice) focuses on these issues in the context of supervision of teachers of English as a Second Language (ESL). Knowledge from the larger field of education is applied to the interactions of teacher and supervisor. The supervisor's role is seen from the following perspectives: as a prescriptive function; as an observer and change agent of discrete teaching behaviors; and as a catalyst for teacher understanding of the total context and processes of classroom teaching and learning. The ways in which users of each approach define and work toward instructional improvement are considered, and the benefits and problems of each approach are examined. It is concluded that the most useful approach to teacher supervision combines both training and development, providing both the means for teachers to become more aware of what it is to be a teacher and skills for making more informed teaching decisions. A 24-item bibliography is included. (MSE) developments in second language instruction, particularly in the context of British education. Contents include: "From Complacency to Conviction: Thirty Years of Language Teaching Theory, Practice, and Policy" (David Phillips); "Lessons from the Graded Objectives Movement" (Ann Miller); "GSCE: Back to the Future in a School Department" (Malcolm Hope); "Communicative Strategies and Techniques" (Liz Roselman); "The Four Skills" (Barry Jones); "No Call for CALL? Twentieth Century Technology for Nineteenth Century Language Teaching Methodology" (Eric Brown); "Pre-Vocational Courses from 14 Onwards" (Isabel de Sudea); "Language Awareness" (Richard Aplin); "Community Languages" (Marion Molteno, Ralph Russell); "New Developments at 'A' Level" (Alan Moys); "Future Reforms at Sixth Form Level" (Antony Peck); "Pre-Vocational and Non-Specialist Language Courses Post 16" (Richard Aplin, Anne Stevens); and "From School to Higher Education" (Gareth Thomas). Appended materials include "Patterns of Change in GCE 'A' Level Examinations" (Alan Moys), an analysis of recent or proposed changes in one examination series, especially as they reflect syllabus changes; and "Non Specialist and 'As' Courses" (Richard Aplin, Anne Stevens), an information paper about language examinations for non-language-specialists. (MSE)

ED 340 250 FL 019 985

Patel, Fay
Language/Learning Skills Content Based Course: Tutor Guide.
PUB DATE- 91
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Educationally Disadvantaged; English (Second Language); *English for Academic Purposes; Foreign Countries; Higher Education; *Listening Skills; Questioning Techniques; *Reading Skills; Reading Strategies; Second Language Learning; Skill Development; *Speech Skills; *Study Skills; *Writing Skills
IDENTIFIERS- Technikon M L Sultan (South Africa)

This guide is designed for use by instructors and tutors at the M. L. Sultan Technikon (South Africa) for teaching students of English as a Second Langauge or students from educationally disadvantaged backgrounds. It provides assistance in teaching academic language and study skills in the context of course content. The underlying philosophy is that the focus should be on developing the full academic/cognitive potential of each student and that the instructor must learn to serve the multilingual/multicultural student population. The guide is designed to be used in two semesters. An introductory section offers suggestions for engaging students in all language skill areas through brainstorming, guided discussion, interviews, role-playing, and notetaking. The plan for the first semester outlines a week-by-week scheme for developing the four language skills (listening, reading, writing, and speaking) one at a time through specific tasks. Each task is separated into several stages. The plan for the second semester outlines tasks that are progressively more difficult and reflect real academic requirements. A brief bibliography is included. (MSE)

training and recognition; (11) vision; and (12) leadership. Common objections to applying TQM principles in higher education are then identified and answered. These include: resistance to seeing students as customers; resistance to the technical language of TQM; inability to see relevance of a business approach to faculty and students; and dismissal of TQM as just good management or just another fad. It is noted that early collegiate adopters of TQM appear to be either prominent research universities or community colleges. Examples of implementation strategies at a variety of educational institutions are then offered. (DB)

ED 340 272 HE 025 120

Bonwell, Charles C.; Eison, James A.
Active Learning: Creating Excitement in the Classroom. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 91
NOTE- 3p.; For the full length report, see ED 336 049.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; Classroom Research; *Classroom Techniques; College Faculty; College Instruction; Experiential Learning; Group Activities; Higher Education; Instructional Effectiveness; *Instructional Innovation; *Learning Strategies; Student Participation; *Teaching Methods; Writing Assignments
IDENTIFIERS- *Active Learning; ERIC Digests

This brief report summarizes a longer document with the same title. It reviews literature on the importance of using active learning teaching techniques in the classroom, describes what active learning is, discusses how this technique can be incorporated into the classroom and identifies barriers to the use of this approach. Strategies that promote active learning are described as instructional strategies that involve students in doing things and thinking about what they are doing, as opposed to passive listening to a lecture. It is noted that such learning activities have a powerful impact on student learning and that students actually prefer strategies promoting active learning to traditional lectures. Several ways of incorporating active learning into the classroom are suggested, such as: (1) pausing in lectures to allow students to consolidate their notes; (2) including brief demonstrations or short, ungraded writing exercises followed by discussion; (3) developing group discussions; (4) using feedback and guided lectures; and (5) using debates, problem-solving models, and role playing. Barriers to implementing active learning include faculty resistance, class time availability, class size, inadequate materials and equipment, and teacher preparation time. Contains seven references. (GLR)

ED 340 273 HE 025 121

Hensel, Nancy
Realizing Gender Equality in Higher Education: The Need To Integrate Work/Family Issues. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 91
NOTE- 3p.; For the full length report, see ED 338 128.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Colleges; Educational Demand; Educational Resources; Faculty Mobility; Higher Education; Minority Group Teachers; *Sex Discrimination; Teacher Recruitment; *Teacher Shortage; *Teacher Supply and Demand; Universities; *Women Faculty
IDENTIFIERS- ERIC Digests; Family Work Relationship

This brief report summarizes a longer report with the same title. It examines the problems of the increasingly severe shortage of qualified teachers in American higher education and the need to recruit large numbers of new faculty during the next decade and, as the potential solution to both problems, the recruiting of women to fill these faculty positions. Discussions include responses to the following questions: (1) whether women are an underutilized resource for new faculty; (2) if gender discrimination still exists in higher education; (3) if there are differences in scholarly productivity between men and women; and (4) how women manage the conflicts between family and career. The report makes the points that women have higher attrition rates and slower career mobility in higher education than their male counterparts; that a form of gender discrimination does still exist; that there is no evidence to suggest that women are less scholarly or productive than men; and that today, both men and women experience problems in balancing family and career with little support from their universities. Ten steps are presented that universities can take to increase gender equity (e.g., stop the tenure clock for 1 year for the birth or adoption of a child or a severe family crisis). Contains eight references. (GLR)

ED 340 274 HE 025 122

Frost, Susan H.
Academic Advising for Student Success: A System of Shared Responsibility. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 3p.; For the full length report, see ED 339 272.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Academic Advising; Academic Persistence; *Educational Counseling; Faculty Advisers; Higher Education; *Individual Counseling; Student Educational Objectives; Student Motivation; *Teacher Student Relationship
IDENTIFIERS- ERIC Digests

This brief report summarizes a longer report with the same title.

ED 340 292 HE 025 143

Institutional Links in Higher Education in Commonwealth Asia. A Pan-Commonwealth Experts Meeting (Bangalore, India, February 2-5, 1986). Final Report.
PUB DATE- Jan 87
NOTE- 34p.; For related documents, see HE 025 142-150.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developing Nations; Educational Administration; *Educational Cooperation; Foreign Countries; Guidelines; Higher Education; Information Dissemination; *Institutional Cooperation; *Intercollegiate Cooperation; International Cooperation; *International Educational Exchange; Meetings; *Networks
IDENTIFIERS- *Asia; British Commonwealth

This report presents the conclusions and recommendations of the Pan-Commonwealth Experts meeting of 1986. The purpose of the meeting was to review the experience of institutional links which facilitate systematic cooperation between academic and research institutions and contribute to international development throughout the British Commonwealth in Asia. First, the report summarizes the various oral presentations and papers presented at the meeting. Next, the report outlines two working group discussions on institutional links within the framework of higher educational cooperation as well as the aims, content, and organization of these links. Finally, a summary of the meeting's findings and conclusions are presented in four areas: (1) institutional links within the framework of higher education cooperation; (2) aims, content, and organization of links; (3) south-south cooperation; and (4) Centers of Excellence. Appendices contain the meeting agenda, a list of papers that were presented and tabled, some guidelines for ensuring satisfactory operation of links, and criteria for Centers of Excellence. (GLR)

ED 340 293 HE 025 144

Post-Secondary Colleges in the Small States of the Commonwealth. A Pan-Commonwealth Meeting (Castries,
PUB DATE- Jun 88
NOTE- 48p.; For related documents, see HE 025 142-150.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; Colleges; Community Colleges; Cooperative Planning; *Curriculum Development; Educational Finance; Foreign Countries; Higher Education; *Institutional Cooperation; *Instructional Development; Labor Force Development; Postsecondary Education; *Regional Cooperation; *Staff Development; Trend Analysis; Universities
IDENTIFIERS- Caribbean Islands; *Multipurpose Colleges; Pacific Islands

This report summarizes the conclusions and outcomes of a meeting on Post-Secondary Colleges in the Small States of the Commonwealth, organized by the Commonwealth Secretariat. The report describes the current trend towards the establishment and development of postsecondary colleges in the small states of the Commonwealth, explores the reasons for the creation of these institutions, and discusses the processes and procedures

ED 340 312 HE 025 165

Savelyev, A. Y.; And Others
Higher Education in the USSR. Monographs on Higher Education.
PUB DATE- 90
NOTE- 96p.; Part of a series of Monographs on Higher Education edited by L. C. Barrows. Commissioned by the State Committee of the USSR for Public Education.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Demography; Educational Finance; Educational History; Elementary Secondary Education; Faculty Development; Foreign Countries; *Higher Education; Instruction; Preschool Education; Research; School Organization
IDENTIFIERS- *Perestroika; *USSR

This monograph describes the system of higher education in the United Soviet Socialist Republics (USSR). The preface points out that despite perestroika, two features of Soviet education persist, a high degree of unity and centralization and a close link between higher education and employers. Chapter 1, "Historical Overview," begins with 4th century origins of higher education and goes on to treat 19th and early 20th century developments as well as those of the socialist period. Chapter 2, "Higher Education in the Context of Perestroika," outlines the conflicts and changes involved in the current restructuring. Chapter 3, "Organizational Patterns and Management," reviews basic principles, pre-school education, universities, and advanced and specialized institutes. Chapter 4, "Selection of Students and Composition of Student Contingents," discusses recruitment and the student population. Chapter 5, "The Instructional and Learning Process," treats pedagogical approaches. Chapter 6, "Higher Education and Research," describes sponsorship, achievements, and student involvement. Chapter 7 is titled and discusses "Postgraduate Course Programmes, the Recruitment and Promotion of New Staff Members, and Continuing Education." Chapter 8, "The Planning and Financing of Higher Education," discusses institutional financing, salaries, and student stipends. Chapter 9, "Higher Education and Soviet International Co-operation," describes relationships with other nations. An appendix provides 15 tables of data. Included are 15 references. (JB)

ED 340 313 HE 025 166

Peisert, Hansgert; Framhein, Gerhild
Higher Education in the Federal Republic of Germany.
SPONS. AGENCY- Ministry of Education and Science, Bonn (West Germany).
PUB DATE- 90
NOTE- 119p.; Part of a series of Monographs on Higher Education edited by L. C. Barrows. Translated from the German by R. Feemster and G. Framheim.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; College Students; Demography; *Educational Change; Educational Finance; Educational History;

ED 340 330 HE 025 186

Baer, Michael A., Ed.; And Others
Political Science in America. Oral Histories of a Discipline.
SPONS. AGENCY- American Political Science Association, Washington, D.C.
PUB DATE- 91
NOTE- 250p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Departments; Doctoral Degrees; Higher Education; Intellectual Disciplines; Interviews; Oral History; Personal Narratives; *Political Issues; *Political Science; Postsecondary Education; *Professional Development; *Public Affairs Education; Reminiscence; *Teacher Role

This book contains interviews with 15 major figures in the academic discipline of political science. Contributors discuss the intellectual and institutional roots of political science and trace its evolution and development. Those interviewed describe what it was like to be a part of the earliest Ph.D programs, and what it was like to work with some of the earliest political scientists. Also discussed are how the earliest political leaders became interested in political science, how their careers developed, what roles they played in building departments and research organizations, and what they learned from participation in government and politics. Additionally, the authors reveal their own contributions to the study of political science, express their opinions on some of the major conflicts that have divided the discipline, and provide their various perspectives on the growth of the behavioral movement in political science over the past 50 years. The following individuals are included: Charles Hyneman, E. Pendleton Herring, Belle Zeller, Emmette S. Redford, R. Taylor Cole, Marian D. Irish, C. Herman Pritchett, Gabriel Almond, David Truman, Robert Martin, Robert A. Dahl, Heinz Eulau, David Easton, Austin Ranney, and Warren E. Miller. The volume contains an appendix and an index. (GLR)

ED 340 331 HE 025 187

Needle, Stacy
The Other Route into College: How To Get into College when You Can't Depend on Your Grades or SATs. Alternative Admission.
PUB DATE- Mar 91
NOTE- 213p.; First Edition.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; *Admission (School); *Admission Criteria; *College Admission; College Bound Students; College Entrance Examinations; Grades (Scholastic); Higher Education; High School Graduates; Prerequisites; Program Descriptions; Resource Materials; Transfer Students
IDENTIFIERS- *Alternative Admissions (College)

This book offers guidance to high school seniors and college transfer students desiring college admission even if they possess low SAT (Scholastic Aptitude Test) scores or spotty grade point averages. The book begins by describing alternative

ED 340 348 IR 015 326

McArthur, David L.; Cabello, Beverly
Interactive Diagnostic Testing: Field Trial Results.
PUB DATE- 85
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Computer Software; *Diagnostic Tests; Intermediate Grades; *Microcomputers; Programing; Programing Languages; Reading Comprehension; Test Construction

A diagnostic testing system managed by microcomputer was evaluated in actual use at the upper elementary level. Two tests specifically designed to yield diagnostic indicators of erroneous performance were utilized, one a test of pronoun usage, the other a test of reading comprehension. The results are interpreted from the standpoint of the examinees, of the tests, and of the computer software. Lessons about the viability of test management software in real-time use, about the patterning of erroneous responses, and about the efficiency of diagnostic testing by computer are discussed. An extended table identifies research studies and general trends/issues for 19 reading comprehension skills. Examples from both the pronoun test and the reading comprehension test are appended. (Author/DB)

ED 340 349 IR 015 337

Apple Classrooms of Tomorrow: Philosophy and Structure and What's Happening Where.
PUB DATE- 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; *Computer Assisted Instruction; Cooperative Learning; Elementary Secondary Education; Instructional Effectiveness; Instructional Innovation; Interaction; *Learner Controlled Instruction; Longitudinal Studies; *Microcomputers; Research and Development; *Teacher Role
IDENTIFIERS- *Apple Classrooms of Tomorrow; Constructivism

Apple Classrooms of Tomorrow (ACOT) is a long-term research project sponsored by Apple Computer, Inc., to explore how learning and teaching change when teachers and students have access to interactive computer technologies. ACOT adheres to a philosophy that instruction should be learner controlled; i.e., students take responsibility for their own learning and the teacher's role changes to that of being a mentor or coach who guides them in their construction of knowledge. This approach, which is called constructivism, places the emphasis on students learning how to build their own knowledge of subjects. Six years of research reveals that microcomputers and other interactive educational technologies are most powerfully used in learning activities where children are engaged in tasks with real purpose. ACOT research shows there are differences in self-confidence levels, problem solving skills, and positive attitudes, between students who have high-access to technology and those who have no or limited access to computers for learning. A sample of current projects includes: (1) StoryShow,

ED 340 366 IR 053 858

Lott, Kristin R.
Religion and the Religious Experience in Young Adult Fiction 1986-1990. A Bibliography.
PUB DATE- Apr 91
NOTE- 78p.; Master's Thesis, Kent State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Adolescents; Annotated Bibliographies; *Fiction; Literature Reviews; Periodicals; Publishing Industry; *Religion; Secondary Education

This annotated bibliography, listing fiction titles for young adults on the subject of religion and the religious experience, will be useful to teachers, librarians, and others working with young adults. There are few existing guides to the literature in this subject area. This study explores fiction published from 1986 through 1990. The only exception to the date of publication limitations is found with the listings for titles that are part of a series. Titles for the bibliography were obtained in three ways: an examination of book reviews of young adult fiction in three journals; a search of existing bibliographies of young adult fiction; and an examination of catalogs solicited from 46 religious publishing houses. Each title included in the bibliography has been assigned one of three overlapping interest level designations: Juvenile/Young Adult (J/YA), YA, or YA/Adult. The first is for books most likely to interest people ages 12 through 14; the second is primarily for ages 14 through 18; and the last, ages 16 and above. Three indexes provide access to the entries by title, religion, and geographical setting. Introductory materials include an essay on the role of public libraries and schools in providing information on religion to young people, descriptions of the scope of the bibliography and the methodology used in compiling it, a discussion of religious publishing and young adult fiction, guidelines for selecting young adult literature with a religious theme based on a review of the professional literature, and an analysis of the titles listed in the bibliography by religion and denomination and trends in religious publishing for this age group. A list of publishing houses contacted for the bibliography is appended. (20 references) (Author/MAB)

ED 340 367 IR 053 859

Brunswick, John R.
A Survey of the Users of the Kent State University Archives.
PUB DATE- Jun 91
NOTE- 80p.; Master's Thesis, Kent State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Archives; College Libraries; College Students; Higher Education; Library Materials; Questionnaires; Student Attitudes; Surveys; *User Needs (Information); *User Satisfaction (Information); *Use Studies
IDENTIFIERS- Kent State University OH

The purpose of this paper was to investigate how well the Kent State University Archives serves its users. A self-administered

ED 340 387 IR 053 891

Parents and Schooling in the 1990s. Parent Involvement at the Middle School Level.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 91
NOTE- 33p.; "The ERIC Review" is published three times a year; each issue is devoted to a single major education-related topic. For volume 1, issues 1 and 2, see ED 332 696-697.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Intermediate Grades; Junior High Schools; Middle Schools; *Parent Materials; *Parent School Relationship; *Parent Student Relationship; Parent Teacher Cooperation; Reading Materials; Resource Materials
IDENTIFIERS- ERIC

The "ERIC Review" announces research results, publications, and new programs relevant to each issue's theme topic. This theme issue is devoted to the topic of "Parent Involvement in Education" and contains three principal articles: "Parents and Schooling in the 1990s," by Erwin Flaxman and Morton Inger; "Parent Involvement at the Middle School Level," by Nancy Berla; and "Los Padres Tambien Deben Participar en la Escuela Intermedia" ("Parents Should Also Participate in the Intermediate School"), by Magdalena C. Lewis. In addition, the following major features concerned with parent involvement are provided: (1) a description of the Department of Education's parent involvement initiatives; (2) a resource list of parent involvement organizations and associations, federal agencies, and clearinghouses; and (3) a general reading list of 37 titles that cover a range of issues related to parent involvement. Also included are a synthesis of research findings on "The Role of Business in Education," by Alan Baas; an annotated bibliography of 31 new titles in education produced by the ERIC Clearinghouses and the Office of Educational Research and Improvement, as well as resources recently abstracted for the ERIC database. Information about becoming an ERIC author, the availability of the 1992 calendar and publications catalog, and an announcement of the new ERIC Document Reproduction Service (EDRS) contractor are also provided. (MAB)

ED 340 388 IR 053 892

Schroeder, Eileen E.
Interactive Multimedia Computer Systems. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Computer Assisted Instruction; Computer System Design; *Educational Technology; Futures (of Society); *Hypermedia; Information Technology; Interactive Video; Microcomputers; *Multimedia Instruction; Optical Data Disks
IDENTIFIERS- ERIC Digests

Noting that the merging of various types of media with the

ED 340 405 JC 900 049

Fullen, James, Ed.
OATYC Journal; Vol. X, Nos. 1-2, Fall 1984-Spring 1985.
PUB DATE- 85
NOTE- 91p.; This journal is being entered into ERIC, one year's worth at a time, with "Table of Contents" type abstracts, in order to provide indexing access to the individual articles via the text of the abstract.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- College Faculty; *College Instruction; College Programs; Community Colleges; *Computer Assisted Instruction; Curriculum Development; Educational Quality; Institutional Characteristics; *Instructional Improvement; *Instructional Innovation; *Teaching Methods; Two Year Colleges; Writing Instruction
IDENTIFIERS- *Ohio

"OATYC Journal," published by the the Ohio Association of Two-Year Colleges, is designed as a forum for the exchange of concepts, methods, and findings relevant to the two-year college classroom. Along with commentaries and letters of reaction from the readership, the two issues of volume X present the following articles: (1) "Focus: Jefferson Technical College Mission Unchanged," by Michael P. Joyce; (2) four articles selected as outstanding from previous issues; (3) "Continuing Education and the American Workforce: Report of the National Advisory Council on Continuing Education"; (4) "Issue: Should Higher Education Be Involved in Programs for Children?" by Andrew M. McGreevy and Edward F. Geiger; (5) "Cuyahoga Community College's Partnership with the Cleveland Business Community," by C. Russell Cooper; (6) "Focus: Marion Technical College, Increasing Productive Capacity," by Jan Petras; (7) "Reaching for Excellence: Ohio Has What It Takes!" by Elaine Hairston; (8) "Issues Surrounding CAI (Computer-Assisted Instruction), AI (Artificial Intelligence), and Micro-Computer Support for Instructional Processes in Higher Education," by Judith D. Gentry; (9) "Some Practical Points for Two-Year College Lobbyists," by Darrell S. Willey and James L. McLaughlin; (10) "Competency Testing and the Search for Excellence," by David P. Ericson; (11) "Developing Thinking Skills in the Composition Classroom," by Betty M. Dietsch; (12) "Computers in the Composition Classroom," by David M. Humphreys; and (13) "Issue: How Far Should the Two-Year Colleges Go to Provide Student Activities?" by William Hussey and Jim Russell. (EJV)

ED 340 406 JC 900 050

Fullen, James, Ed.
OATYC Journal; Vol. XI, Nos. 1-2, Fall 1985-Spring 1986.
PUB DATE- 86
NOTE- 92p.; This journal is being entered into ERIC, one year's worth at a time, with "Table of Contents" type abstracts, in order to provide indexing access to the individual articles via the text of the abstract.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- College Faculty; *College Instruction; College Programs; Community Colleges; Curriculum Development; Faculty Development; Institutional Characteristics; *Instructional

ED 340 422 JC 920 028

Mississippi Public Community & Junior Colleges: Statistical Data, 1990-91.
PUB DATE- 91
NOTE- 70p.; For 1988-89 report, see ED 314 122.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; Ancillary School Services; Community Colleges; Degrees (Academic); *Educational Finance; *Enrollment; Enrollment Trends; Expenditures; Income; *Institutional Characteristics; *Public Colleges; Salaries; *Student Characteristics; Student Costs; Tables (Data); *Two Year Colleges; Two Year College Students
IDENTIFIERS- *Mississippi

A brief description of Mississippi's 15 public community and junior colleges is presented in this report, along with statistical data for the 1990-91 years on enrollments, degrees and certificates awarded, revenues, expenditures, academic salary ranges, learning resources, transportation services, dormitory utilization, and auxiliary enterprises. Introductory comments are followed by tables providing data on: (1) headcount enrollment trends; (2) enrollment by institution by campus; (3) non-credit enrollment by college; (4) enrollment by residence by college; (5) enrollment by county; (6) enrollment by race by college; (7) comparison of revenue by source and expenditure by program; (8) county tax support; (9) student fees and charges per semester; (10) education and general expenditures by function and object; (11) revenues and expenditures for auxiliary enterprises; (12) expenditure per full-time equivalent student by function; (13) program completions by sex and by race; (14) percentage of program completions by race; (15) academic faculty salary schedule; (16) faculty average salary versus regional average salary; (17) results of a learning resources survey; (18) dormitory utilization; and (19) transportation service. (JMC)

ED 340 423 JC 920 029

Belcher, Marcia J.
Costs vs. Benefits: An Evaluation of the Academic Alert System. Research Report No. 91-02R.
PUB DATE- Jan 91
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Advising; Administrator Attitudes; Community Colleges; Computer Uses in Education; *Cost Effectiveness; Counseling Techniques; High Risk Students; Program Budgeting; *Program Costs; Program Evaluation; Student Attitudes; Tables (Data); Two Year Colleges
IDENTIFIERS- *Academic Alert System; Miami Dade Community College FL

At Miami-Dade Community College, the Academic Alert (AA) system informs students about their progress midway through a semester through the use of individualized letters based on faculty reports on student progress and attendance. In 1991, an evaluation of the AA system was undertaken to determine system costs; ascertain the benefits of the system; and determine the

ED 340 440 JC 920 053

Orsak, Charles; McGlohen, Patti J.
SSC Superconducting Super Collider Project: Technical Training for the Future of Texas. Navarro College/Dallas Community College District. Final Report for Year One.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- Dec 91
NOTE- 122p.; A Carl Perkins Funded Discretionary Project. For a related document, see JC 920 054.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; College Role; Community Colleges; *Curriculum Design; *Curriculum Development; Job Skills; *Job Training; *Labor Force Development; Needs Assessment; School Business Relationship; *School Community Relationship; Two Year Colleges
IDENTIFIERS- *Superconducting Super Collider Laboratory

The Superconducting Super Collider Laboratory (SSCL) is a national lab for research on the fundamental forces and constituents of the universe. A major part of the research will involve an oval ring 54 miles in circumference through which superconducting magnets will steer two beams of protons in opposite directions. In response to the construction of the SSCL in North Central Texas, Navarro College and the Dallas County Community College District initiated a 3-year project to develop curricula to train entry-level technicians for employment at the facility and in other affected industries. This report describes the methodology and results of the first year of the project and reviews plans for the second and third years. The opening section details first-year accomplishments, which included: (1) using data from two regional Quality Work Force Planning Councils to design a computer database containing economic statistics, as well as information on the labor markets and educational programs affected by the SSC, representing the needs assessment upon which future curriculum development efforts would be based; (2) the preparation of a Curriculum Design Document (CCD) describing the steps involved in developing a specific curriculum; (3) the development of a prototype curriculum in Industrial Technology; (4) a listing of the SSC-related manpower needs; and (5) the completion of a cross-regional economic study. Subsequent sections of the report focus on second-year plans for updating the database and developing curricula; the database and updates; occupational areas for curriculum development; advisory committee recommendations; efforts to disseminate study findings; and third-year plans for the development and revision of curricula and training programs. Appendixes provide the CCD, the Industrial Technology curriculum, and additional supporting documentation. (PAA)

ED 340 441 JC 920 054

O'Neal, Robert; And Others
Superconducting Super Collider Economic Data. SSC Technical Training Project. Navarro College/Dallas County Community College District.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- Dec 91
NOTE- 127p.; For a related document, see JC 920 053.
LANGUAGE- English

ED 340 458 PS 019 981

Conly, Shanti R.
Family Planning and Child Survival: The Role of Reproductive Factors in Infant and Child Mortality.
PUB DATE- 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Birth; Birth Order; Breastfeeding; Child Health; Contraception; Developing Nations; Early Parenthood; *Family Planning; *Infant Mortality; *Mothers; Pregnancy; *Young Children
IDENTIFIERS- *Birth Spacing; *Child Mortality; International Surveys; Maternal Health; World Fertility Survey

This report summarizes the evidence that family planning can reduce deaths of children under 5 years of age at a reasonable cost. The report also: (1) identifies the major reproductive factors associated with child mortality; (2) estimates the approximate reduction in child mortality that could be achieved through improved childbearing patterns; and (3) assesses the likely costs of preventing child death through family planning. A number of studies that analyzed the data of the World Fertility Survey, carried out in 41 countries, found 3 factors related to the risk of death in childhood. These factors are births spaced less than 2 years apart, births to mothers under 20, and first births. Possible biological causes of these three factors are examined. A number of studies have provided estimates of reductions in child mortality through alteration of childbearing patterns, such as increasing birth spacing and reducing births to women under 20 and over 34. Child mortality can be reduced through the use of contraceptives, the increased use of breastfeeding, oral rehydration therapy, distribution of vaccines for preventable diseases, and changes in family relationships through increased family planning. Costs of implementing family planning programs are estimated, and recommendations for family planning policy are offered. Ten references are cited. (BC)

ED 340 459 PS 020 004

Malaspina, Barbara A.
Improving Teacher Articulation To Increase Program Continuity Preschool through First Grade.
PUB DATE- 91
NOTE- 104p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Articulation (Education); Cooperative Planning; Early Childhood Education; *Interprofessional Relationship; *Participative Decision Making; *Problem Solving; Program Effectiveness; *School Age Day Care; Teacher Attitudes; *Teacher Participation

This practicum was designed to improve preschool, kindergarten, and first grade teachers' group decision making skills in order to encourage program continuity from grade to grade in schools in a culturally diverse metropolitan area. A second aim was to use shared skill building to reduce isolation and improve problem solving among preschool and child care staff. A pre- and post-test training survey, and a 2.5 hour training session

ED 340 478 PS 020 176

Kentucky Education Reform Act (KERA) Preschool Programs, 1990-1991. Final Report.
PUB DATE- 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Eligibility; Enrollment; *High Risk Students; Parent Participation; *Preschool Education; Program Costs; *Program Descriptions; School Districts; State Programs; Teacher Certification; *Technical Assistance
IDENTIFIERS- Developmentally Appropriate Programs; *Kentucky; *Kentucky Education Reform Act 1990; Policy Issues

This report describes the Kentucky Education Reform Act (KERA) Preschool Programs, which envision an early childhood educational delivery system that provides for developmentally appropriate practices in children's programming, integrated services to families, and interagency collaborations among organizations. For the 1990-91 school year, Kentucky school districts served 5,659 children considered to be at risk of educational failure. The Kentucky Department of Education (KDE) provided technical assistance to school disticts both directly by KDE staff and through five Early Childhood Regional Training Centers. Assistance strategies included site visitations, the development of technical assistance papers, and assistance in seeking accreditation from the National Association for the Education of Young Children. Major activities of KERA programs included: (1) the development of program regulations; (2) the development of teacher certification models; (3) the training of administrators, teachers, and parents; and (4) the development of interagency agreements and contracting procedures. Additional information provided in the report includes: (1) estimates of the number of children eligible for and participating in the programs; (2) budgetary information; (3) costs of services to children with disabilities; (4) a comparison of the costs of KERA programs to the costs of other progams; (5) data on credentials and salaries of preschool teachers; and (6) examples of parent involvement activities. Policy issues relating to planning, personnel, eligibility, finance, and transportation are discussed. Lists of 11 related documents and 5 references are provided. (BC)

ED 340 479 PS 020 180

Seaman, Don; And Others
Follow-Up Study of the Impact of the Kenan Trust Model for Family Literacy.
PUB DATE- 91
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; At Risk Persons; Compensatory Education; Early Childhood Education; *Elementary School Students; *Family Programs; Family School Relationship; Grade 1; Grade 2; Kindergarten Children; *Literacy; Parent Child Relationship; *Parents; Program Effectiveness; Program Evaluation
IDENTIFIERS- *Family Literacy; Indiana; *Kenan Trust Model; Kentucky; National Center for Family Literacy; West Virginia

ED 340 497 PS 020 220

Making the Connections: Public-Private Partnerships in Child Care. National Advisory Panel Exchange #1. Second Edition.
SPONS. AGENCY- American Express Foundation, New York, NY.
PUB DATE- Mar 91
NOTE- 60p.; Support for this project also received from Manufacturers Hanover, Citicorp, amd Paul, Weiss, Rifkind, Wharton & Garrison.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Responsibility; *Day Care; Early Childhood Education; Employer Supported Day Care; *Private Financial Support; Program Descriptions; *State Aid; State Surveys
IDENTIFIERS- Child Care Needs; *Public Private Partnership Programs

This publication profiles public-private partnerships formed to improve the quality and availability of child care. It contains updated information on partnerships profiled by the Child Care Action Campaign (CCAC) in an earlier publication. An introductory section defines public-private partnerships and examines their relevance to child care concerns; discusses the financing of partnerships and the different perspectives of corporate and state leaders; and lists the factors critical to a successful public-private venture. The bulk of the report consists of profiles of 20 public-private partnerships in 18 states. Each profile identifies the mame, location, and chief sponsors of the partnership and the type of service offered; provides background information on the origin of the partnership's program; describes the design, current status, and funding of the program sponsored by the partnership; and lists local contacts. Appendixes include a description of current trends in employer supported day care and a list of members of the CCAC National Advisory Board. A seven-item bibliography is provided. (BC)

ED 340 498 PS 020 221

What Research Indicates about the Educational Effects of "Sesame Street."
PUB DATE- Oct 90
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Childrens Television; *Cognitive Development; Cooperation; Early Childhood Education; Foreign Countries; *Infants; Longitudinal Studies; *Preschool Children; *School Readiness; Television Research; *Television Viewing; Vocabulary Development
IDENTIFIERS- Educational Testing Service; *Sesame Street; Turkey (Ankara)

This paper reviews the results of several studies that examined the educational effects of Sesame Street. Three studies by the Educational Testing Service on Sesame Street's first two seasons determined that among children who watched Sesame Street, those who watched the most scored highest on an achievement measure; frequent viewers made more cognitive gains than infrequent viewers; and teachers rated viewers as better

ED 340 518 PS 020 272

Katz, Lilian G.; Chard, Sylvia D.
The Project Approach.
PUB DATE- Feb 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Design; Early Childhood Education; *Educational Principles; *Educational Theories; Experiential Learning; Instructional Innovation; Integrated Curriculum; Learning Activities; Skill Development; *Student Projects; Teacher Role; *Teaching Methods; *Thematic Approach
IDENTIFIERS- *Project Approach (Katz and Chard)

This document proposes the project approach as one element of early childhood education that can function in a complementary relationship to other aspects of the early childhood curriculum. The term "project" is defined as an extended investigation of a topic that is of interest to participating children and judged worthy of attention by their teachers. Projects involve the application of a variety of intellectual, academic, and social skills and competencies. The project approach builds self-confidence, encourages creativity and other dispositions, and offers opportunities for children and parents to work closely together in support of the school program. The theoretical rationale for the project approach is based both on a specific view of the main goals of education and on a developmental approach to implementing those goals. The goals are: (1) the construction and acquisition of worthwhile knowledge; (2) the development of a wide variety of basic intellectual and social skills; (3) the strengthening of desirable dispositions; and (4) the engendering of positive feelings in children about themselves as learners and as participants in group endeavors. Each of these goals is defined, and the principles of practice they imply are then discussed in terms of what is understood about young children's development and learning. Guidelines for implementing project work are provided and a model of a specific project is presented. (SH)

ED 340 519 RC 017 486

Our Town and Country Society Looks at Itself. Proceedings of the Conference of the American Country Life Association, Inc., National 4-H Club Center (41st, Washington, D.C., July 10-11, 1962).
SPONS. AGENCY- Sears-Roebuck Foundation, Skokie, Ill.
PUB DATE- 62
NOTE- 132p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060)
DESCRIPTORS- *Community Resources; Conference Proceedings; Population Trends; *Rural Areas; *Rural Development; Rural Nonfarm Residents; Rural Population; *Rural Urban Differences
IDENTIFIERS- Small Towns

The theme for this conference was "Our Town and Country Society Looks at Itself." The following papers were presented at this

ED 340 537 RC 018 432

Bray, Mark
Are Small Schools the Answer? Cost Effective Strategies for Rural School Provision.
PUB DATE- 87
NOTE- 90p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Boarding Schools; Community Involvement; Consolidated Schools; *Cost Effectiveness; Curriculum Development; *Economic Factors; Educational Finance; Elementary Secondary Education; *Foreign Countries; International Education; Multigraded Classes; Parent Participation; *Rural Schools; School Community Relationship; *Small Schools; *Social Influences; Teacher Characteristics

This book compares small schools in various countries with large ones and offers cost effective strategies for small schools. Part I focuses on social, economic, and educational issues related to small schools. Small schools are beneficial to their communities as centers of social development. In addition, small schools have a more cooperative environment than large schools, and student achievement is usually as good or better. On the negative side, small schools may have a limited curriculum and less qualified teachers. Part II offers suggestions for operating small schools effectively. Economically viable teaching groups can be formed through multigrade classes and biennial and triennial intakes. Staffing small schools involves consideration of minimum staff numbers, the types of teachers needed, and provision of teacher training. Central administration support can be provided through systems for sharing resources among small schools, school broadcasts, and correspondence courses. Part III discusses the decision to make schools larger. Catchment areas can be expanded through boarding and bussing. Schools can also be made larger by raising enrollment rates, constructing "straight-through" (K-12) schools, or dividing the population more rationally between schools in a catchment. Part IV concludes that circumstances vary widely, and that education authorities must weigh the advantages and disadvantages of small schools for themselves. This document contains an annotated bibliography of further readings. (KS)

ED 340 538 RC 018 435

Authorizing the Integration of Employment, Training and Related Services Provided by Indian Tribes. Report To Accompany S. 1530. Senate, 102d Congress, 1st Session.
PUB DATE- 15 Oct 91
NOTE- 19p.; Calendar No. 273.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - General (140)
DESCRIPTORS- Adult Education; Adult Vocational Education; Alaska Natives; *American Indians; Community Programs; *Community Services; Employment Services; *Federal Indian Relationship; Federal Legislation; *Financial Policy; *Job Training; *Tribes
IDENTIFIERS- Congress 102nd; Tribal Government

This report, submitted by Senator Inouye to the Select Committee on Indian Affairs, summarizes the background and major provisions of Senate Bill 1530, to authorize the Secretary of

ED 340 555 RC 018 469

Woodlands Mountain Institute Guide to Financial Aid. Second Edition.
PUB DATE- 91
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Admission; *College Bound Students; Colleges; *Higher Education; *Need Analysis (Student Financial Aid); *Paying for College; Scholarships; Student Costs; *Student Financial Aid; Student Loan Programs; Tuition; Tuition Grants; Work Study Programs
IDENTIFIERS- West Virginia

This guide describes financial assistance available to college-bound students. Need-based financial aid programs such as grants, loans, and college-work study are discussed and the application procedures are described. The guide explains the West Virginia Financial Aid Form (FAF) along with the role of the College Scholarship Service in determining the financial need of college-bound students. In the merit-based financial aid section, 36 scholarship programs available to West Virginia students in addition to major scholarships available at West Virginia colleges are listed. Four case studies illustrate how need-based and merit-based financial aids can cover the cost of a college education. Fees involved in locating financial aid such as charges for processing and admission applications are addressed. Specific questions to ask a college financial aid officer about their need-based financial programs are listed. Managing personal finances in college, locating jobs, and money saving tips are discussed. A timetable for college admissions lists specific steps to begin in the junior year in high school to secure college financial aid. Common myths about paying for college education are cited. The importance of early planning and careful research of colleges is stressed. A financial aid search checklist is provided to assist students in keeping abreast of the process of applying for financial aid. Additional resources on the topic of college financial aid are listed. (LP)

ED 340 556 RC 018 470

Thompson, Kenneth L., Ed.; And Others
Wilderness Medicine Newsletter, 1991. Volume 2, Numbers 1-6.
PUB DATE- 91
NOTE- 73p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Camping; *Diseases; *First Aid; Health Materials; *Health Promotion; *Injuries; Outdoor Activities; Outdoor Education; *Physical Health; Prevention; Resource Materials; Safety
IDENTIFIERS- Wilderness

This document consists of the six 1991 issues of a specialized newsletter directed at outdoor activities participants and containing articles on a wide variety of topics related to health maintenance and emergency medical treatment in the wilderness. Articles discuss: (1) fever and appropriate

ED 340 577 SE 052 232

National Association for Research in Science Teaching Annual Conference (64th, Lake Geneva, Wisconsin, April 7-10, 1991). Abstracts of Presented Papers.
PUB DATE- Apr 91
NOTE- 309p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Beliefs; Cognitive Development; Concept Formation; Curriculum Development; *Educational Change; Elementary Secondary Education; Higher Education; Problem Solving; Process Education; Research Methodology; *Science Curriculum; *Science Education; *Science Instruction; Sex Differences; Teacher Characteristics; Teacher Education; Technology; Telecommunications
IDENTIFIERS- *Constructivism; Science Achievement

Abstracts of most of the papers, symposia, discussion groups, round tables, and poster sessions presented at the 64th conference of the National Association for Research in Science Teaching (NARST) are provided. Subject areas addressed are as follows: teacher knowledge, cognitive development, conceptual change, curriculum issues, reform in science education, scientists and science education, semantic networks, factors influencing learning, equity in science education, science activities, curriculum reform and the research agenda, role of technology, knowledge of prospective teachers, teachers and teacher preparation, reasoning and thinking, science textbooks, historical and philosophical perspectives, concept mapping, teacher beliefs, directions for research in physics education, preservice teachers, instructional technology, teacher beliefs, theoretical bases for research, theory of planned behavior, science laboratory, student assessment, classroom discourse, telecommunication, developing science curricula, problem solving, biology education, writing in science, research topics/methods/priorities, comparative studies, science/technology/society curricula, college science, teacher enhancement, college teaching, concept learning, process skills, professional development of science teachers, content knowledge, implementing activity-based learning, constructivism, research of graduate science education, epistemological theories, student perception and attitude, creative thinking, research methods, conceptions of prospective teachers, concept knowledge representation, and assessing lab skills. (KR)

ED 340 578 SE 052 260

National Environmental Education Act. Report To Accompany H.R. 3684. House of Representatives, 101st Congress, 2d Session.
PUB DATE- 4 Aug 90
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Curriculum Enrichment; *Educational Legislation; Elementary Secondary Education; *Environmental Education; *Federal Legislation; *Federal Programs; Government Publications; Government School Relationship; Higher Education; Program Descriptions; *Public Agencies
IDENTIFIERS- Congress 101st; *Environmental Education Programs; Environmental Protection Agency

ED 340 596 SE 052 462

Earth Science Education for the 21st Century: A Planning Guide.
PUB DATE- Feb 91
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Preparation; *Curriculum Development; *Earth Science; Educational Change; Elementary Secondary Education; Evolution; Geology; Inservice Teacher Education; *Material Development; Preservice Teacher Education; School Business Relationship; Science Curriculum; Science Education; *Scientific Concepts; Scientific Literacy

In response to the growing national concern about precollege science education, this guide was developed to assist school administrators, curriculum planners, teachers, and scientists in incorporating earth science in K-12 science curricula. The guide is divided into four main sections that provide a framework for planning and implementing earth science education programs. The sections are as follows: (1) goals to guide the development of K-12 earth science curricula (in the areas of stewardship, appreciation, scientific thought, and knowledge); (2) concepts that are basic to understanding the earth and its interacting systems (with discussions of the earth in space, earth systems, geologic time, change, evolution, cycles, scales, and resources); (3) recommendations for teaching earth science subject matter in grades K-12 (discussed in terms of curriculum objectives, how students learn, teaching strategies, and assessment); and (4) recommendations for implementing new earth science curricula in the schools (discussed in the context of four essential tasks, namely, developing materials, developing support, preservice and inservice teacher education, and partnerships). The goals, concepts, and recommendations were developed by scientists, science educators, school administrators, and teachers who attended one or more of six regional conferences conducted by the American Geological Institute. (KR)

ED 340 597 SE 052 464

The State of the Environment.
PUB DATE- 91
NOTE- 288p.; For the companion volume to this report, see SE 052 465.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agriculture; Developed Nations; Developing Nations; Ecology; *Economic Climate; Energy; *Environmental Education; *Foreign Countries; Forestry; Global Approach; Industry; *International Cooperation; Marine Biology; Noise (Sound); Population Growth; Soil Conservation; Wastes; Water Pollution; Water Quality; Wildlife; World Problems
IDENTIFIERS- *Global Warming

This report reviews the progress achieved in Organisation for Economic Cooperation and Development (OECD) countries in attaining environmental objectives over the past two decades--the lifetime of most environmental policies and institutions.

ED 340 615 SE 052 680

Environment, Schools and Active Learning.
PUB DATE- 91
NOTE- 145p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Economic Factors; Elementary Secondary Education; *Environmental Education; Environmental Influences; Foreign Countries; *Learning Strategies; *Program Descriptions; Science Curriculum; *Teaching Methods
IDENTIFIERS- Environmental Action; *Environmental Education Programs; *Organisation for Economic Cooperation Development

In response to the rapidly emerging environmental imperative that environmental awareness needs to be taught in the schools, the Organisation for Economic Co-operation and Development (OECD) through its Centre for Educational Research and Innovation (CERI) developed a project oriented toward grass-roots improvements by schools within environmental education initiatives. Based on the recognition that schools can provide a framework in which to gain experience in investigating, reflecting, and acting upon environmental issues, it was agreed that the participating OECD countries--Austria, Belgium, Denmark, Federal Republic of Germany, Finland, Italy, the Netherlands, Norway, Portugal, Sweden, and Switzerland--should identify those schools that were already developing the most innovative ways of teaching and learning about environmental issues ranging across a spectrum of scientific, economic, and cultural points of view. This report summarizes and gives examples of both the work carried out in these schools, as well as the main pedagogical and strategic issues that provided the basis for this CERI project. Part I, Towards Environmental Awareness, deals with the basic pedagogical premises and provides an in-depth analysis of how these premises have emerged within the work of the selected school programs. Part II, Case Studies, is a series of descriptions and accounts of the 11 schools selected by each of the cooperating countries. Part III, Perspectives, considers environmental and school initiatives from four different perspectives, namely: educational, environmental, industrial, and governmental. An overview of the participating schools is also provided for easy reference and contact information. (JJK)

ED 340 616 SE 052 737

Nature Museums: Tools for Learning about, Promoting, and Protecting the Natural Heritage of Europe. Proceedings of the Seminar Organised by the Council of Europe in Collaboration with The International Council of Museums (Strasbourg, September 27-29, 1989). Environmental Encounters Series, No. 9.
PUB DATE- 90
NOTE- 74p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; Foreign Countries; *Museums; Natural Resources; *Public Support
IDENTIFIERS- *Environmental Awareness; Europe; *Natural History

ED 340 635 SO 021 576

Weisman, JoAnne B., Ed.
The Lowell Mill Girls: Life in the Factory. Perspectives on History Series.
PUB DATE- 91
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Historical Materials (060)
DESCRIPTORS- *Employed Women; Females; Fiction; *History Instruction; Labor Conditions; Primary Sources; Resource Materials; Social Studies; United States History
IDENTIFIERS- *Massachusetts (Lowell); Trade Books

This collection of essays and short stories is designed to provide a glimpse of life in the factory for the women who worked in the cotton mills of Lowell, Massachusetts in the 1840s. The book, which contains two primary sources (i.e., materials written by contemporaries), and three secondary sources, begins with a brief introduction to the history of Lowell by Arthur L. Eno, Jr. An overview of the mill girls' lives is provided by Verena Rybicki. A fictional account of life in Lowell as seen through the eyes of Adeleen Blake is told in a letter to her cousin Hannah: it was written by Shirley Gifford and illustrated by Susan Lippman. A story entitled "The Spirit of Discontent," by Almira, a Lowell mill girl, illustrates both the benefits and disadvantages of the daily life of the mill girl. "Some Beauties of Our Factory System--Otherwise, Lowell Slavery," attributed to Amelia Sargent, is a strong and dramatic call to action and reform in the mills. (DB)

ED 340 636 SO 021 606

Weisman, JoAnne B.; Deitch, Kenneth M.
Christopher Columbus and the Great Voyage of Discovery. With a Message from President George Bush. Picture-book Biography Series, Volume 1.
PUB DATE- 90
NOTE- 43p.; Volume illustrated by Marion Eldridge.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Historical Materials (060)
DESCRIPTORS- Biographies; *Childrens Literature; Elementary Education; *North American History; *Social Studies; World History
IDENTIFIERS- *Columbus (Christopher); Explorers

An illustrated story for young children features Christopher Columbus's first voyage to the Americas in 1492. The story begins with Columbus's youth in Genoa, Italy, follows him to Portugal and then to Spain, where he finally received backing for a voyage west to reach the East Indies. The preparations for the voyage and the trip itself are accounted for, as well as Columbus's discovery of the New World and interactions with the "Indians." The book also seeks to place the significance of Columbus's discovery in perspective for young readers. A message from President George Bush focusing on that theme precedes the story. (DB)

ED 340 657 SO 022 114

Shortchanging Girls, Shortchanging America. A Nationwide Poll To Assess Self Esteem, Educational Experiences, Interest in Math and Science, and Career Aspirations of Girls and Boys Ages 9-15.

PUB DATE- Jan 91

NOTE- 39p.; For related documents, see ED 339 674 and SO 022 115-116.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; Adolescents; Educational Change; *Educational Discrimination; Educational Objectives; Educational Opportunities; Educational Research; Elementary Secondary Education; *Equal Education; *Females; Graphs; Males; Mathematics Education; *Occupational Aspiration; Public Schools; Role of Education; Science Education; *Self Esteem; *Sex Bias; Sex Discrimination; Social Science Research; Student Attitudes; Student Needs

The American Association of University Women (AAUW) sponsored a national survey research project that polled school aged children to study the interaction of self-esteem and education and career aspirations in adolescent girls and boys in today's society. Three thousand children between grades 4 and 10, in 12 locations nationwide, were surveyed. The survey examined the differences in attitudes between girls' and boys' perceptions of themselves and their futures, measured the changes in attitudes as adolescents grow older, and identified critical processes at work in forming adolescents' attitudes of self-esteem and identity. In addition, the survey looked at the development of adolescents' aspirations--their career choices and expectations, their perceptions of gender roles, and the part that educational setting plays. Finally, the survey examined the relationship of mathematics and science skills to self-esteem and career goals of boys and girls. Among the key findings of the survey was that as girls and boys grow older, both experience a significant loss of self-esteem in a variety of areas; however, the loss is most dramatic and has the most long-lasting effect for girls. A number of graphs depicting the findings of the survey are included. (DB)

ED 340 658 SO 022 115

Shortchanging Girls, Shortchanging America: A Call to Action. AAUW Initiative for Educational Equity.

PUB DATE- 92

NOTE- 42p.; For related documents, see ED 339 674 and SO 022 114-116.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; Adolescents; *Educational Change; *Educational Discrimination; Educational Objectives; Educational Opportunities; Educational Policy; Educational Research; Elementary Secondary Education; Equal Education; *Females; Males; Mathematics Education; Occupational Aspiration; Public Schools; Role of Education; Science Education; *Self Esteem; *Sex Bias; Sex Discrimination; Social Science Research; Student Attitudes; Student Needs

ED 340 678 SP 033 476

Berry, Judith L.
Yoshukai Karate: Curriculum Innovation for At-Risk Youths.
PUB DATE- 13 Nov 91
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Curriculum Enrichment; *Discipline; *High Risk Students; Junior High Schools; Middle Schools; Rural Schools; *Self Concept; Student Attitudes; *Student Behavior; Teacher Attitudes; Teacher Expectations of Students
IDENTIFIERS- *Alabama; *Karate

The purpose of this experimental study was to determine the behavioral effects of Yoshukai karate on four dependent variables: (1) student behavior as related to classroom discipline; (2) teacher attitudes toward at-risk students; (3) students' self-concepts; and (4) academic achievement as determined by scores on a standardized diagnostic test. An objective of the study was to provide information which could help educators reach students who were at risk of failing academically, dropping out of school, or becoming delinquent. Subjects were 40 middle school students (grades 7 and 8, ages 13-14) labeled by the school faculty and administration as at risk for academic failure or dropping out. All of the students had been referred to the principal for both minor and major conduct violations. The 20 students in the experimental group received 1 hour per day of Yoshukai karate for 12 weeks while the 20 students in the control group were assigned to 1 hour per day of study hall for the 12 weeks. During the 12-week period of instruction, emphasis was placed upon self-discipline, honor, and respect. Results of the study indicated a significant difference in the classroom behavior and self-concepts of students in the experimental group following Yoshukai karate instruction. Much of this document consists of a literature review; 34 references are included.) (IAH)

ED 340 679 SP 033 477

Fain, Gerald S., Ed.
Leisure and Ethics: Reflections on the Philosophy of Leisure.
PUB DATE- 91
NOTE- 350p.; Many chapters are versions of papers presented at the Leisure and Ethics Symposium of the American Association for Leisure and Recreation (Boston, MA, April 18-19, 1989). Photographs will copy poorly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adolescents; Adults; Athletics; Conferences; *Ethics; Higher Education; *Leisure Education; Leisure Time; *Life Style; *Moral Development; *Quality of Life; Recreational Activities
IDENTIFIERS- Academic Discourse; Leisure Activities; *Leisure Ethic; *Leisure Needs

This publication seeks to capture the character and content of thought with respect to the long-standing discussion in academic settings of leisure and philosophy. The book is organized into three sections. The first, "Reflections on the

ED 340 698 SP 033 514

Knight, Cheryl S.; Knight, J. Pat
Rebuilding a Positive Self-Image for Mentor Teachers.
PUB DATE- Oct 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; *Helping Relationship; *Interprofessional Relationship; *Mentors; Public Schools; *Self Concept; Teacher Attitudes; Teacher Effectiveness; Teacher Role

Mentoring programs designed to assist beginning teachers have become commonplace in today's public school. However, little has been voiced about the necessity of considering the self-esteem of the mentor and the part it plays in developing a sucessful mentor/beginning teacher relationship. The mentor's self-concept directly affects the teaching success of both the mentor and the mentee. This paper presents the necessary activities of the mentor/mentee relationship and intertwines the necessary conscious ventures for building a positive self-image within both mentor and mentee. Those necessary activities include allowing both parties to: (1) fulfill responsibilities intentionally; (2) provide the gift of listening; (3) develop the ability to make decisions; (4) express and accept feelings; and (5) have the freedom to grow. These activities are characteristics of a caring and nurturing relationship. In this relationship the mentor's self-esteem plays a vital role. The great potential for growth is released when educators recognize the power of a positive self-esteem. (Author/IAH)

ED 340 699 SP 033 515

Littleton, Mark
Developing a University-Based Alternative Teacher Certification Program.
PUB DATE- Aug 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alternative Teacher Certification; *Beginning Teacher Induction; College School Cooperation; Elementary Secondary Education; Higher Education; Laboratory Schools; *Mentors; *Nontraditional Education; *Preservice Teacher Education; *Program Effectiveness; Program Evaluation; Teacher Interns
IDENTIFIERS- Reform Efforts; Screening Procedures; *Tarleton Model for Accelerated Teacher Educ; Tarleton State University TX

Using guidelines established for alternative certification, Tarleton State University (Texas) has developed an accelerated teacher education program that allows nontraditional students to enter the teaching profession in an expedient and professional manner. The Tarleton Model for Accelerated Teacher Education (TMATE) was initiated and established to attract new talent to the teaching profession, help alleviate a projected teacher shortage, support the educational reform movement in Texas, and promote improvement in the process of teacher education. The program has nine components that ensure the

ED 340 717 TM 017 672

Long, Kathleen M.
Maieutic Pedagogy & Evaluation: The Hazards in Deconstructing Mimetic Traditions.
PUB DATE- Apr 91
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Assessment; *Educational Practices; Evaluation Methods; *Formative Evaluation; Grade 8; *Grading; Informal Assessment; Junior High Schools; Models; Nontraditional Education; Peer Evaluation; *Secondary School Teachers; *Student Evaluation; Summative Evaluation; Theory Practice Relationship
IDENTIFIERS- *Maieutic Pedagogy; *Mimetic Traditions

An instructor in a junior high school English program which involved teaching approximately 160 eighth graders on a daily basis found it almost impossible to assess students fairly by taking individual differences into account when grading. Her solution was to invite students to participate in the construction, performance, and evaluation of their own learning. Eventually the students were trained to both formatively and summatively evaluate the writing of their peers through the use of focused interactive dialogue, and it was found that this experience with student evaluation of peers' compositions established the validity and usefulness of peer ratings and grading; it also resulted in a number of reflections about the nature of grading and student assessment. Collaborative research by three male and three female teachers studied student perspectives on evaluation measures, beginning by examining the teachers' grading and evaluation practices. Five were currently teaching secondary school, and 4 taught 130 to 158 students each day. All six teachers indicated that they gave grades only because the educational system required it. Two teachers in alternative schools did not give grades as such, but offered summary judgments of student progress through passing or failing. One teacher offered formative evaluation but did not grade her students; the students graded themselves through discussion with the teacher. Reflections on these teachers' approaches are presented first in the context of the traditional mimetic teaching model in which knowable truths are taught and their acquisition is monitored and measured by evaluation, and then with respect to a "maieutic" model of exploring, integrating, and transcending (creating personal meaning). The collaborative research of this group of teachers illustrates many of the problems associated with student evaluation in the mimetic tradition. A 42-item list of references and the original evaluation and grading survey are included. (SLD)

ED 340 718 TM 017 683

Wu, Yi-Cheng; Hebbler, Stephen W.
Using Microcomputers To Apply Statewide Standards for Schools and School Systems: Technological Changes over Five Years.
PUB DATE- Nov 91
NOTE- 8p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (20th, Lexington, KY, November

It focuses on the outcomes of academic advising within the context of research on contact between faculty and students, student involvement, and persistence. It is suggested that colleges and universities use strategic planning to design advising programs based on relationships of shared responsibility and focused on student success. It is noted that academic advising has shown positive benefits in improving student persistence, involvement, and motivation. Considered are ways advisers can engage students in the advising process and assist students in transition. Recommended is the systematic development of the advising process through collaboration of administrators, coordinators, advisers, and support personnel. Recommendations for student advising include: (1) promote concepts of shared responsibility for both students and the institution; (2) begin the advising relationship with an awareness of the larger purpose of advising and move to an awareness of details; and (3) develop a collaborative environment where students can contact many members of the college community for answers to questions that arise in academic planning. Contains six references. (GLR)

ED 340 275 HE 025 125

Access to Higher Education: Increasing Pell Grants and Widening Opportunities. Hearing before the Committee on Labor and Human Resources, United States Senate, One Hundred Second Congress, First Session, on S. 1134 To Provide Disadvantaged Students with Early Intervention Programs and Scholarships, To Encourage Such Students To Finish High School and To Obtain a College Education, and To Upgrade the Course of Study Undertaken by Our Nation's Secondary School Students, and Related Bills.
PUB DATE- 16 Jul 91
NOTE- 112p.; Attachments contain type of very reduced size.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; Educational Finance; *Educational Legislation; Federal Aid; *Federal Legislation; *Graduate Study; Hearings; Higher Education; Information Dissemination; Loan Default; *Minority Groups; *Minority Group Teachers; *Student Financial Aid
IDENTIFIERS- Congress 102nd; *Pell Grant Program

A hearing was held on the subject of two bills introduced by Senator Edward M. Kennedy aimed at increasing Pell Grants and at helping minority students earn doctoral degrees and enter the teaching profession at the college level. Specifically the first bill would increase the maximum Pell Grant from $3,100 to $4,500 and expand the number of eligible recipients. The following witnesses appeared and offered their comments and suggested modifications to the bills: Robert H. Atwell, President, American Council on Education; Claire M. Roemer, District Coordinator for Financial Aid, Tarrant County Junior College, Fort Worth, Texas; Theodore Cheng, the United States Student Association; Virgil E. Ecton, Acting President, United Negro College Fund; Judith S. Liebman, University of Illinois; Rafael Magallan, Executive Director, Hispanic Association of Colleges and Universities; Donald M. Stewart, President, The College Board, New York; Charles H. Gibbons, Jr., Executive Director, Boston Plan for Excellence in Public Schools. Also appearing were Senators Claiborne Pell, Paul D. Wellstone, and Dave Durenberger. Additional material is included: a prepared statement of the Coalition for Adult and Part-time Students and correspondence to Senator Kennedy from Chang-Lin Tien, Chancellor, University of California, and from Benno C.

which have been followed in their establishment. The organization, management, and financing of multi-purpose colleges are also examined as well as the ways and means by which the range and level of courses and programs are determined. The potential for delivering courses in new and more diverse ways is also discussed followed by the implications of institutional change for the professional development of college staff. The critical importance of developing college linkages nationally, regionally, and internationally is stressed, followed by consideration of aid and cooperation among colleges, ministries, and regional and international institutions. General recommendations and major conclusions are highlighted, and a set of specific follow-up proposals are listed. Appendices include lists of participants and reference documents. (GLR)

ED 340 294   HE 025 145

Ghani, Zainal
Student Mobility through Linked Programmes: A Malaysian Case-Study.
PUB DATE- 90
NOTE- 60p.; For related documents, see HE 025 142-150.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Administration; *Educational Cooperation; Educational Development; Educational Quality; Foreign Countries; Higher Education; *Institutional Cooperation; *Intercollegiate Cooperation; International Educational Exchange; Postsecondary Education; *Student Mobility; *Study Abroad
IDENTIFIERS- *Malaysia

This report on student mobility in linked programs of higher education details the Malaysian experience involving such programs, their development, quality maintenance, and benefits. Chapter 1 briefly describes the educational system and development of universities in Malaysia. Chapter 2 explores the different factors that have influenced Malaysian student mobility overseas, and analyzes the trends in student mobility regarding overseas studies. Chapter 3 examines the rapid development of programs, run by local institutions in Malaysia, which are linked officially with programs organized by overseas institutions. The fourth chapter provides a brief analysis of the different linked programs currently found in Malaysia, and chapter 5 examines the ways in which the private or commercially run educational institutions are being regulated to ensure quality control. Chapter 6 examines the implications of the linked programs, including benefits such programs provide for individual students, the higher education sector, and Malaysian national development. Appendices include the enrollment figures by areas of: (1) study for credit-transfer programs during 1987/88; and (2) study for split-campus programs during 1987/88. In addition, there is a list of the colleges offering linked programs and an 11-item bibliography. (GLR)

ED 340 295   HE 025 146

Coombe, Carol
International Development Programmes in Higher Education. A Report to the Commonwealth Standing Committee on Student Mobility and Higher Education Co-Operation.

Educational Trends; Faculty Recruitment; Foreign Countries; Futures (of Society); Graduate Students; *Higher Education; Instruction; International Educational Exchange; Research; School Organization; Student Characteristics
IDENTIFIERS- *Germany; *West Germany

This monograph on higher education in the German Federal Republic aims to describe the contemporary scene through a detailed look at structure, finance, research, studies and teaching, students, faculty, and international relations. Organized into nine chapters, the first, "Historical Development and Current Responsibilities," describes medieval and classical traditions, the developments in the Federal Republic, and the current tasks of higher education. Chapter 2, "The Structure of the Higher Education System," looks at institutional types, disciplines, regional institutions, and internal organization. Chapter 3 is titled and discusses "Finance, Planning, and Administration." Chapter 4, "The Role of Research," covers funding and non-university research as well as the importance of research to the university activity. The fifth chapter, "The Organization of Studies and Teaching," focuses primarily on the re-organization that has taken place in the past 25 years. The students--their social profile, life, professional plans, and the job market--are the topic of the sixth chapter. Chapter 7 describes the academic staff and their recruitment. Chapter 8 details the wide variety of international links maintained among institutions, scholars, and students. The final chapter forecasts trends for the future based on current patterns and recent developments. Included are 19 tables, 10 figures, a list of key institutions and 72 references. (JB)

ED 340 314 HE 025 167

Pluta, Mark J.
National Higher Education Statistics: Fall 1991. Early Estimates.
PUB DATE- Dec 91
NOTE- 22p.; For fall 1990 statistics, see ED 328 615.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Age Groups; *Degrees (Academic); *Enrollment; Estimation (Mathematics); Higher Education; Institutional Characteristics; *National Surveys; Population Trends; *School Statistics; *Sex Differences; Statistical Data
IDENTIFIERS- *Integrated Postsecondary Education Data System

Preliminary statistics are presented for enrollment and degrees awarded for higher education in the United States in the 1990-91 academic year. The data were obtained from 665 institutions of higher education on the Early Estimates Panel, a stratified random sample that is representative of the universe of 3,559 institutions of higher education in the nation. Selected data items from the Integrated Postsecondary Education Data System "Fall Enrollment" survey, "Completions" survey, and "Finance" survey were requested by telephone between mid-October and mid-November 1991. The data were edited against previous years' survey responses, where available. The overall response rate for the 1991 survey was 98.2 percent. In 1991, total enrollment at institutions of higher education reached a record high of nearly 14.2 million students. Estimates from the survey indicate that fall enrollment increased 3.2 percent over fall 1990, with significant gains in enrollment in two-year institutions; that total awards of associate and higher degrees rose 3.1 percent, with women accounting for most of the increase; and that revenues and expenditures increased 13.6 and admissions programs that accept students who would not otherwise meet the entrance standards of a particular college. It explains what these programs offer as well as the ways they can be helpful to the student with a spotty record. Then, college by college, the directory gives the basic facts of the current alternative admissions programs at 239 colleges: general information, the details of tutoring, course requirements, mainstreaming and degree issued, costs, profile of the student body, accommodations, application deadlines, etc. The information is intended to help the student and family select an appropriate school program. Contains a geographical index to the colleges. (GLR)

ED 340 332 HE 025 188

Wilbur, Franklin P.; Lambert, Leo M.
Linking America's Schools and Colleges: Guide to Partnerships & National Directory.
PUB DATE- 91
NOTE- 316p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Colleges; *College School Cooperation; Curriculum Evaluation; Directories; Educational Objectives; Educational Planning; Elementary Secondary Education; Higher Education; *High Risk Students; High Schools; High School Students; Instructional Effectiveness; Program Descriptions; *Resource Allocation; Services; Universities

This book provides over 300 summaries of joint-venture programs between secondary and postsecondary schools. The overall purpose of the partnership programs is to improve the chances for at-risk students to graduate from high school and have a successful college experience. The main portion of the book is divided into four parts, each focusing on a major grouping of partnerships: (1) "Programs and Services for Students"; (2) "Programs and Services for Educators"; (3) "Coordination, Development, and Assessment of Curriculum and Instruction"; and (4) "Programs To Mobilize, Direct, and Promote Sharing of Educational Resources." Each part begins with a brief introduction, followed by an array of abstracts that describe these partnership activities. Following these four parts is a comprehensive national directory to the programs in the national computer database. For each partnership program, the directory lists the following: name of the higher education institution; name of the partnership; name, address, and telephone number of the higher education contact person; and a five-digit program reference number. Appendices include a blank survey form for readers interested in submitting new entries to the database or updating existing information, and information for accessing the national partnership computer database at Syracuse University. Contains an index. (GLR)

ED 340 333 HE 025 190

Green, Madeleine F.; McDade, Sharon A.
Investing in Higher Education: A Handbook of Leadership Development.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 91

an electronic composing environment for very young children; (2) Software for Quantitative Competence (Function Probe), a software tool that helps students learn about the concept of function; (3) SimBase, a simulation environment; (4) Science for Living: The Circulatory System, an interactive multimedia resource; (5) Teaching Science through Digital Image Processing; (6) Intelligent Physics Tutor, interactive software that helps students develop problem solving skills; and (7) Computer-Supported Intentional Learning Environments, a knowledge processing environment that promotes collaborative learning. Noting that ACOT schools are designated either Experimental Learning Centers or Longitudinal Research Centers, an addendum entitled "What's Happening Where" provides a detailed list of Apple Classrooms of Tomorrow projects and participants in 14 states, the District of Columbia, and Toronto, Canada. (DB)

ED 340 350   IR 015 338

Using Microcomputers in Training Institutions.
PUB DATE- 91
NOTE- 66p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiovisual Aids; Computer Assisted Instruction; Computer Software; *Computer System Design; Databases; *Developing Nations; Distance Education; Expert Systems; Information Networks; Instructional Materials; Local Area Networks; *Microcomputers; Postsecondary Education; Technical Assistance; Telecommunications; Teleconferencing

This guide to proposed microcomputer systems and their applications for training institutions in developing countries discusses the development of such systems and recommends hardware and computer software configurations for typical training applications. Arguing that the microcomputer should be used for greater personal and institutional efficiency, the guide provides specific examples of applications, including visual aids; case studies; teaching and lecture notes produced with desktop publishing and graphics software; video imaging systems; expert systems in training; databases of learning materials; programs, and human resources; electronic links (information networks and local area networks) between training institutions in developing countries; and shared databanks. It is recommended that technical assistance be provided for all those who use the system to enable themselves to keep the system in good working order and to use special functions of the system. The appendix contains detailed specifications for microcomputer equipment required for the production of visual aids and desktop-published manuals; examples of materials developed using desktop publishing; and samples of overhead transparencies as used in typical training situations. (12 references) (DB)

ED 340 351   IR 015 339

Mitchell, Regene L.
A Telecommunications Education Needs Assessment Study of Residents in South Central, South East, and South West Los Angeles.
SPONS. AGENCY- California Public Utilities Commission.

questionnaire of 15 questions was utilized and the survey was conducted during the spring semester of 1991. It was found that the majority of archive users are undergraduate students from Kent State University doing research related to a class, with the preponderance of them majoring in the humanities. Over 90% of the users surveyed had never used the archives before, and most of the users were directed to the archives by friends, library staff, or professors, as opposed to the online public access catalog. While there were some problems indicated, on the whole users found what they were looking for, perceived the staff as helpful, and registered reasonably high levels of satisfaction. The most important factor in determining satisfaction was the amount of material found by the students, although stringent security requirements appear to have intimidated some users and thereby affected their levels of satisfaction. Positive attitudes of a large percentage of first-time users suggest that the Kent State University Archives is a valuable, but underutilized, source of information. Further research is needed in several areas, including the connection between quantity, quality, and satisfaction. A copy of the questionnaire is appended. (60 references) (Author/DB)

ED 340 368   IR 053 860

Litzer, Don
A Study of Local Genealogical Societies' Cooperation with Area Libraries in Promoting Genealogically Related Services and Collection Development.
PUB DATE- Dec 91
NOTE- 98p.; Master's Thesis, Kent State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Organizations; *Famil, History; *Genealogy; Information Needs; Library Collections; *Library Role; *Library Services; Questionnaires; Social Networks; State Surveys
IDENTIFIERS- *Ohio

Local genealogical societies and libraries have a common interest in providing genealogical researchers with materials and expert assistance. Societies and libraries can cooperate to meet genealogists' needs in several ways: (1) collection development, access, and creation; (2) indirect reference service (societies as a referral resource; (3) direct reference service to patrons (by mail and in person); and (4) programming, including the sharing of facilities for meetings and programs. Local genealogical societies (n=113) were surveys to identify characteristics of local genealogical societies and the extent of their own collections, to determine the degree to which they cooperate with libraries in their research area, and to assess the attitudes of societies toward libraries and their role in the genealogy network. The Local Genealogical Society Questionnaire with raw survey results and mailing enclosures and a list of local genealogical organizations in Ohio are appended. (53 references) (Author/DB)

ED 340 369   IR 053 861

Qiu, Kui
Nikos Kazantzakis: An Annotated Bibliography.
PUB DATE- Jul 91
NOTE- 100p.; Master's Thesis, Kent State University.

computer has presented the field of education with a hybrid technology called interactive multimedia (also referred to as hypermedia), this digest begins by defining this technology as "the integration of text, audio, graphics, still image, and moving pictures into a single, computer-controlled, multimedia product" (McCarthy, 1989). The four major components of an interactive multimedia system--i.e., the data system, the software, the hardware, and the communications system--are described, and advantages and disadvantages associated with hypermedia are examined. Examples of hypermedia applications and programs are also given. The digest concludes with a look to the future of hypermedia and the numerous design issues that need to be resolved. (14 references) (MAB)

ED 340 389 IR 053 893

Brennan, Mary Alice
Trends & Issues in Library & Information Science 1990. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 4p.; This digest is based on "Trends and Issues in Library and Information Science 1990" by Michael B. Eisenberg and others (ED 335 061).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Access to Information; Elementary Secondary Education; Higher Education; *Information Science; *Information Technology; Learning Resources Centers; Library Collection Development; Literacy; Optical Data Disks; Public Libraries; School Libraries; Special Libraries; Telecommunications; *User Needs (Information)
IDENTIFIERS- ERIC Digests

This digest discusses some of the major trends and issues found in a systematic content review of the professional literature of library and information science. Two "megatrends" are identified and discussed: (1) the concern for the impact of technology upon every facet of library work, in academic, school, public, and special libraries; and (2) the continued focus on the user and the impact of specific developments on the user. The digest also identifies and discusses the following trends: (1) the increasing demand for and provision of end-user access to computer-based information resources; (2) the increasing use of networks and telecommunications by all types of libraries; (3) the continued growth in computer-based information sources revolving around CD-ROM technology; (4) the increasing focus on collection management activities to enable libraries to better meet the general goals of institutions as well as the specific needs of users; (5) the increasing concern of libraries with reaching out to new user groups; and (6) libraries' focus on the promotion of literacy. (10 references) (MAB)

ED 340 390 IR 053 929

Bishop, Ann P.
The National Research and Education Network (NREN): Update 1991. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

Innovation; *Merit Pay; *Teaching Methods; Technical Education; Two Year Colleges
IDENTIFIERS- *Ohio

"OATYC Journal," which is published by the Ohio Association of Two-Year Colleges, is designed as a forum for the exchange of concepts, methods, and findings relevant to the two-year college classroom. Along with commentaries and letters of reaction from the readership, the two issues of volume XI contain the following: (1) "Focus: Belmont Technical College--A Community Leader," by Gregg Warren; (2) abstracts of the 1984 OATYC conference presentations; (3) "How One Two-Year College Has Infused New Life into a Forgotten Segment of Appalachia," by Robert L. Wilson; (4) "Deportment Skills in the Two-Year Technical Curriculum," by Melinda Ross-Harrington; (5) "Library Skills Instruction Services in Junior and Community Colleges," by John A. Kalmbach; (6) "Adult Learning and Individual Differences: Keys to More Effective Staff Development," by John C. Daresh; (7) "Your Place: Addressing the Educational Needs of the Displaced Homemaker," by George H. Van Allen and Nancy Wolford; (8) "Issue: To What Extent Should Computers Be Used in Teaching Writing?" by David Humphreys and Roy Bentley; (9) "Focus: Lima Technical College, Reaching Out," by Alan J. Lange; (10) abstracts of the 1985 OATYC conference presentations; (11) "Merit Pay and the Evaluation Problem: Why Most Merit Pay Plans Fail and A Few Survive," by Richard Murnane and David Cohen: (12) "Classical Literature as a Technical Course Text," by James Hudson; and (13) "Issue: When and How Should a Two-Year Educational Program be Scrapped?" by Robert Thompson and Norbert A. Wethington. (EJV)

ED 340 407 JC 900 051

Fullen, James, Ed.
OATYC Journal, Vol. XII, Nos. 1-2, Fall 1986-Spring 1987.
PUB DATE- 87
NOTE- 80p.; This journal is being entered into ERIC, one year's worth at a time, with "Table of Contents" type abstracts, in order to provide indexing access to the individual articles via the text of the abstract.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- College Faculty; *College Instruction; College Programs; Community Colleges; *Computer Assisted Instruction; Coping; Curriculum Development; Educational Quality; Institutional Characteristics; *Instructional Innovation; Professional Associations; *Teaching Methods; Two Year Colleges
IDENTIFIERS- *Ohio

"OATYC Journal," published by the the Ohio Association of Two-Year Colleges, is designed as a forum for the exchange of concepts, methods, and findings relevant to the two-year college classroom. Along with commentaries and letters of reaction from the readership, the two issues of Volume XII present the following: (1) "Focus: Cincinnati Technical College, Cynosure of Co-op and DACUM," by Michele M. Imhoff; (2) "Foreign Language Blues: Set Up a Regional Language Association," by Thomas Preisser; (3) "Teaching Methods for a Sexuality Topic," by Linda Houston, Bev Ladd, and Robert Mullen; (4) "The Rational Optimist," by Constance Holden; (5) "In Pursuit of a Teaching Strategy for Composition," by Jim Wallace; (6) "Cuyahoga Community College Dedicates Tech Center in High Tech Style," by Leslie Resnick; (7) "Issue: Is There Such a Thing as Two-Year Education?" by David C. Ballinger and Carolyn R. Craft; (8) "Focus: The University Community and validity of the information provided through the system. Three different surveys were sent to the following groups: 882 full-time faculty members; 172 administrators; and 893 students. Study findings, based on response rates of 60% for faculty, 44% for administrators, and 37% for students, included the following: (1) almost 90% of the costs associated with the AA system were time related and not associated with actual budget dollars; (2) elimination of the AA system would result in a yearly savings of $30,000 in actual dollars, while factoring in personnel and computer time would increase this figure to $284,153 annually; (3) over two-thirds of the faculty and administrators thought that students would know where they stood at mid-term without AA, as did one-third of the students; (4) of the students who reported that their letters said they needed to improve their performance, 80% said they made some changes; (5) 72% of the students said the information they received was accurate, and over 80% thought the information they received was helpful; (6) the largest group of faculty and administrators (40%) thought only students in academic difficulty should receive letters; and (7) new students were more likely to rate AA information helpful than returning students. Appendixes provide a calendar, activity schedule, letters and questionnaires sent to each of the three groups surveyed; and statistics. (JMC)

ED 340 424 JC 920 030

Baldwin, Anne
High School Draw: Direct Entry Enrollment of Dade County Public High School Graduates by Ethnic Category. Research Report No. 91-06R.
PUB DATE- Mar 91
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- College Bound Students; *College Choice; Community Colleges; Comparative Analysis; *Enrollment; *Enrollment Rate; Enrollment Trends; Ethnic Groups; *High School Graduates; High Schools; Tables (Data); Two Year Colleges
IDENTIFIERS- Dade County Public Schools FL; Miami Dade Community College FL

For a number of years, analyses have been conducted each fall term to determine changes in the draw of high school graduates to Miami-Dade Community College (MDCC) from the Dade County Public Schools (DCPS). Findings of the fall term 1990 study include the following: (1) 4,676 of the 13,156 Dade County public high school graduates enrolled at MDCC (35.5%), representing an increase in absolute numbers but a decrease in percentage drawn when compared with 1989 data; (2) North Campus and Wolfson Campus increased in absolute and proportional draw of high school graduates, while South Campus decreased in both of these measures; (3) the White non-Hispanic student draw was 767 students (24.4%), the Black non-Hispanic draw was 1,034 (24.8%), and the Hispanic draw was 2,792 (49.5%); (4) South Campus led the proportional draw of graduates by recruiting area with 40%, while Wolfson Campus drew 36% and North Campus drew 29%; (5) 11 of 24 high schools decreased in percent of high school graduates drawn to MDCC in 1990; (6) the three schools with the biggest absolute drop in draw for fall term 1990 were Killian (55 fewer students), Palmetto (a drop of 43 students), and North Miami (a drop of 29 students); and (7) the top five schools for the greatest absolute number of draws to

EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; *Economic Impact; Employers; Employment; *Employment Statistics; *Job Training; *Labor Market; Labor Needs; *Occupational Information; Regional Programs; Tables (Data); Two Year Colleges
IDENTIFIERS- *Superconducting Super Collider Laboratory; *Texas

In 1991, a project was undertaken to gather information to evaluate the impact of the Superconducting Super Collider Laboratory (SSCL) on the training and employment needs of North Central Texas. Project goals were to: (1) revise and expand INTERLINK's labor demand estimates and forecasts for the combined North Central Texas and SSCL regions; (2) disaggregate all regional labor demand estimates and forecasts to the county level; (3) estimate the occupational structure of the direct and indirect regional employment effects of the SSCL; (4) identify regional employers of the occupations significantly affected by the event of the SSCL; (5) inventory vocational education graduates of community colleges and technical institutes in Texas; and (6) produce a custom version of INTERLINK's microcomputer-based Labor Market Information System incorporating the SSC Technical Training Project data. The labor market of the combined 16-county North Central Texas region, plus Hill and McClennan Counties, was studied. The bulk of the project report consists of appendixes providing SSCL employment information, disk file documentation, a North Central Texas employer listing, an SSC technical training project supplement to the users' manual for INTERLINK, technical documentation of regional labor demand and statewide labor supply data bases, and SSCL direct and indirect job descriptions by Occupational Employment Statistics code. (JMC)

ED 340 442 JC 920 055

Arman, Hal; Kostoff, John
Computers for the Faculty: How on a Limited Budget.
PUB DATE- 4 Nov 91
NOTE- 17p.; Paper presented at the League for Innovation in Community Colleges Computer Conference, "The Difference Technology Makes" (San Diego, CA, November 4, 1991). Three multicolored charts may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; College Planning; *Community Colleges; *Computer Uses in Education; *Microcomputers; Resource Allocation; Two Year Colleges
IDENTIFIERS- *Delta College MI

An informal investigation of the use of computers at Delta College (DC) in Michigan revealed reasonable use of computers by faculty in disciplines such as mathematics, business, and technology, but very limited use in the humanities and social sciences. In an effort to increase faculty computer usage, DC decided to make computers available to any faculty members who wanted them. Because of the costs involved in purchasing computers for each of Delta's 210 faculty members, DC implemented the faculty computer usage project in phases. A committee was established by the executive vice-president and co-chaired by the assistant to the president and a faculty member with some computer experience. The chief financial officer determined that, at a cost of $3,000 per faculty office, over $600,000 was needed to successfully complete the in group decision making skills, were targeted to 11 preschool, kindergarten, and first grade teachers, and one principal, at two schools. These activities identified participants' skills and attitudes toward group decision making skills. Original plans for an outside consultant to serve as a facilitator for future meetings were not implemented. However, training session participants incorporated the new skills into regular school meetings and other informal communications. Follow-up interviews with principals indicated that the skills used in group decision making were being applied. Appended materials include: early childhood survey results; articulated childhood education (ACE) pilot evaluation interview results; an implementation calendar; a pre-training survey; a post-training survey and principal interview; an agenda for decision making skill building for teams; lists of training activities and handouts; ideas on barriers to articulation; and the practicum implementation log. Contains 77 references. (LB)

ED 340 460 PS 020 022

Holdgrafer, Gary E.; Dunst, Carl J.
Developmental Changes in Early Communicative Competence.
PUB DATE- 91
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Communication Skills; *Developmental Stages; Foreign Countries; *Infants; Interpersonal Communication; Mothers; *Parent Child Relationship; *Social Behavior; Social Development; *Toddlers
IDENTIFIERS- Alberta (Edmonton); *Communication Behavior

A proposed model of communicative behavior suggests a series of seven progressively more complex levels of communicative competence: (1) behavior state; (2) recognitory; (3) contingency; (4) instrumental; (5) triadic; (6) verbal-contextual; and (7) verbal-decontextual. Tables define these levels in detail and list their characteristics. Each level is exemplified by particular engagement and termination behaviors. In a study designed to determine whether children follow the proposed model, a total of 68 children between 1 day and 30 months of age were observed while playing with their mothers. Interactions were coded for children's communicative behaviors, and performance criteria were established for mastery of each level of communicative competence. Also noted were the age at which a behavior from a particular level first appeared; the basal age, at which at least one child met the criteria for mastery of a behavior; and the ceiling age, at which all children exhibited mastery of the level. Results indicated that, beginning with level 3, the first appearance of a behavior from a level was concurrent with the basal age for the preceding level. Results supported the proposed model. Estimated age ranges for each level are given. A list of 55 references is provided. Appendixes include definitions of specific termination and engagement behaviors in each of the levels and a copy of the observation coding form. (BC)

ED 340 461 PS 020 024

Gross, Vernon Keith
Improving Parent Interactions in the Center Setting through Parent Training Sessions.
PUB DATE- 91
NOTE- 108p.; M.S. Practicum, Nova University.

Literacy programs in the United States have taken either a preventive approach for children or a remediation approach for adults. A new approach, family literacy, involves both parents and children in literacy acquisition. The National Center for Family Literacy provides training and assistance to family literacy programs through a process called the Kenan Trust Model. This publication reports an evaluation of the effectiveness of family literacy programs in Indiana, West Virginia, and Kentucky. Data on parents were collected by interview, and teacher reports and test scores provided data on children's academic achievement. Results of the parent questionnaire indicated that as a result of the programs, parents developed a positive self-concept, helped their children with homework, attended school functions, better understood teachers' problems, and read to their children. Some parents were preparing for further education. Teacher reports and children's test scores indicated that those children who would have entered elementary school up to two grade levels below average were ranked in the top half of their class. Teachers reported that about 90 percent of family literacy program students were doing at least as well as other students in regard to attendance, academic performance, peer relations, and motivation to learn. Nine references are cited. (Author/BC)

ED 340 480 PS 020 181

Kuykendall, Jo
Early Childhood Development Series.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
PUB DATE- Feb 91
NOTE- 35p.; Legibility of several pages may be affected by dark toner.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Development; *Child Rearing; Creative Activities; Discipline; Early Childhood Education; Employed Parents; *Parent Child Relationship; *Parent Education; Parent Teacher Cooperation; Play; Toys; *Young Children
IDENTIFIERS- *Child Behavior; Day Care Selection

This series of 10 short publications addresses topics relevant to early childhood development. Topics discussed include: (1) the ethnic traditions and unique characteristics of every child; (2) suggestions to working parents for coping with their family obligations; (3) suggestions for activities parents can engage in with their young children; (4) suggestions for creative activities for young children; (5) child development during the first year of life; (6) discipline of young children, including hints for parents and ways of dealing with a crisis; (7) the choice of a child care facility; (8) the relationship between parents and teachers; (9) the building of a child's self-esteem, knowledge, and concentration through play and conversation; and (10) the selection of toys for young children. Most of these short publications contain a list of references for further reading on the topic discussed. (BC)

ED 340 481 PS 020 184

The Unfinished Agenda: Caring for Alaska's Children. Updated Report.
PUB DATE- Aug 89

prepared for school than nonviewers. Results from two longitudinal studies indicated that Sesame Street viewing predicted improved vocabulary scores, and Sesame Street elicited more verbal responses from children while they were viewing the show than did other shows. Results from other studies showed that Sesame Street viewing produced substantial gains in children's vocabulary, letter and number recognition, and printed word identification; and preschoolers who viewed Sesame Street learned to cooperate better than did nonviewers. A survey of mothers of preschool children indicated that mothers were pleased with Sesame Street's educational benefits for their children. A study of the effectiveness of a Turkish version of Sesame Street determined that children made significant developmental gains after watching the series for 6 months. (BC)

ED 340 499   PS 020 222

Jones, Larry D.
Southeast Missouri Minority Infant Mortality Reduction Project: Healthy Mothers, Healthy Fathers, Healthy Babies.
PUB DATE- 91
NOTE- 10p.; Paper presented at the Annual Conference of the National Black Child Development Institute (21st, St. Louis, MO, October 22-24, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Birth Weight; Black Mothers; *Blacks; Fathers; *Health Education; Health Promotion; *Infant Mortality; Infants; Nurses; Outreach Programs; Pregnancy; Program Descriptions; *State Programs
IDENTIFIERS- *Healthy Mothers Healthy Fathers Healthy Babies MO; *Missouri (Southeast); Prenatal Care

This text is designed to accompany a series of slides that present information on Missouri's attempts to reduce minority infant mortality. In Missouri, the rate of black infant mortality is twice that for whites, and blacks are twice as likely as whites to be born with low birthweight. Only 64.9 percent of black women receive prenatal care in the first trimester of pregnancy. In response to the disparity between minority and white infant mortality, the Missouri General Assembly appropriated funds to establish an infant mortality project in Southeast Missouri. Southeast Missouri was chosen because of its high infant mortality rate and minority population. To complement a mandated increase in Medicaid coverage of pregnant women, Missouri also increased its reimbursement for obstetric services. The infant mortality project, called "Healthy Mothers, Healthy Fathers, Healthy Babies," employs a community nurse who develops local coalitions, supervises community outreach workers, and develops educational materials. Indigenous minority community outreach workers recruit pregnant women into the project, distribute health and educational materials, provide assistance to individual clients, and assist in the development and implementation of health and education programs. (BC)

ED 340 500   PS 020 223

O'Keefe, Paul F.; And Others
Relationship between Social Status and Peer Assessment of Social Behavior among Mentally Retarded and Nonretarded Children.
PUB DATE- Apr 91

conference: (1) "The Miracle of Production--Can We Keep It" (Aubrey D. Gates); (2) "Recent U.S. Population Trends and Their Causes" (Calvin L. Beale and Donald J. Bogue); (3) "Commercial Farming and Related Institutions" (J. B. Claar); (4) "The Rural Nonfarm Population" (Mervin G. Smith and John B. Mitchell); (5) "Small Town, U.S.A." (Selz C. Mayo); (6) "The Rural-Urban Fringe" (Glenn B. Fuguitt); (7)"Marketing" (Harry C. Trelogan); (8) "Cooperative Extension" (A. F. Wileden); (9) "Farm Organizations" (Jack Jackson); and (10) "The Relevancy of Our Values and Religious Beliefs to Our Action Programs" (E. W. Mueller). Also included are the minutes of the Annual Business Meeting, the constitution and by-laws of the association, and the 1962 membership list. (ALL)

ED 340 520 RC 017 487

Rural Life in 65. Proceedings of the Conference of the American Country Life Association, Inc., National 4-H Club Center (39th, Washington, D.C., July 12-13, 1960).
PUB DATE- 60
NOTE- 86p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060)
DESCRIPTORS- Agriculture; Community Characteristics; Conference Proceedings; Farmers; *Rural Areas; *Rural Education; *Rural Family; Rural Population
IDENTIFIERS- *Farms; *Rural Culture

The theme of this conference was "Rural Life in '65'." This document describes the social conditions and cultural features of America's rural community in 1960's. The following papers were presented: (1) "Rural Education in '65" (Lois M. Clark); (2) "The Rural Church in 1965" (M. J. Taves); (3) "The Farm in 1965" (Paul C. Johnson); (4) "The Community in 1965" (Otto G. Hoiberg); (5) "The Rural Family in 1965" (Edward W. O'Rourke); and (6) "Rural Beliefs and Values in Country Life" (John M. Brewster). Also included are the minutes of the annual business meeting; the report of the association's agreement to admit foreign associates; the 1960 list of members; and a collateral report of five discussion groups addressing topics that were significant to the local community, such as the declining number of farms and corresponding increase in size of farm operations. (ALL)

ED 340 521 RC 017 878

Slattery, Britt Eckhardt
Bay BC's: A Multidisciplinary Approach To Teaching about the Chesapeake Bay.
PUB DATE- 89
NOTE- 67p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Animals; *Conservation (Environment); *Ecology; Environmental Education; Estuaries; Learning Activities; Lesson Plans; Outdoor Education; Primary Education; *Waste Disposal; Wastes; Water; *Water Pollution; Water Resources
IDENTIFIERS- *Chesapeake Bay

the Interior, in collaboration with the Secretaries of Education, Health and Human Services, and Labor, to approve tribal plans for the integration, at the tribal level, of employment, training, and related services now funded through a variety of statutes. Grants reserved exclusively for Indian programs are currently available to tribal governments for job training services under the Job Training and Partnership Act; for adult and youth vocational education programs under the Carl Perkins Act; and for education, skills training, and work experience services for recipients of Aid to Families with Dependent Children under the Job Opportunities and Basic Skills program of the Family Support Act. Senate Bill 1530 would allow tribal governments to consolidate paperwork associated with these various grants, coordinate closely related programs without objections from federal monitors, and pursue tribally determined goals consistent with the policy of self-determination. This report also discusses the use of training funds for job creation and economic development, the need for more timely information on Indian unemployment by state and tribe, and estimated annual costs of the act to the federal government. It is recomended that the bill be cited as the "Indian Employment, Training, and Related Services Demonstration Act of 1991." (SV)

ED 340 539   RC 018 436

Pinxten, Rik; And Others
Towards a Navajo Indian Geometry.
SPONS. AGENCY- Fonds Voor Kollektief Fundamenteel Onderzoek, Ghent (Belgium).
PUB DATE- 87
NOTE- 97p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *American Indian Culture; American Indian Education; Cognitive Development; Cultural Context; Elementary Education; *Experiential Learning; Foreign Countries; *Geometric Concepts; Geometric Constructions; Geometry; *Learning Activities; *Spatial Ability; Teaching Methods
IDENTIFIERS- Cultural Relevance; *Culture Based Education; *Navajo (Nation)

This book examines the Navajo system of spatial knowledge and describes a culture-based curriculum for the development of an intuitive geometry based on the child's experience of the physical world. Aspects of the Navajo cosmology relevant to spatial knowledge are discussed: the structure of the world; the dynamic nature of the universe; boundaries of the world and center-periphery organization; the closed nature of the world and notions of order; and the universal network of interrelationships and the importance of harmony. Based on semantic analysis, a model of Navajo space is presented. Notions of spatial representation are defined, along with their role as constituents of several Navajo intuitive geometric concepts. In the Piagetian approach to geometry teaching, spatial conceptualization follows a strict logical development in the child, and education proceeds by the same steps. However, attempts to apply this approach in cross-cultural studies have encountered difficulties. Alternatively, teaching begins with the most concrete projects and geometric constructions possible and proceeds gradually to more abstract ideas by focusing on the concepts that spring to mind in a given context for the child. The visualization involved in this treatments; (2) symptoms, prevention, and treatment of hypothermia; (3) symptoms and treatment of autonomic dysreflexia due to spinal cord injury; (4) transmission, diagnosis, and treatment of leptospirosis; (5) allergy to insect stings in children and immunotherapy; (6) management of fractures and dislocations in the wilderness environment; (7) safety and physical conditioning for whitewater rafting; (8) preventing the spread of hepatitis B, AIDS, and other communicable diseases to emergency care providers; (9) sweat, dehydration, and fatigue; (10) first aid for dogs; (11) leeches; (12) fractures of the face; (13) procedures for search and rescue teams; (14) patellofemoral pain syndrome; (15) classical conditioning therapy to reduce episodes of Raynaud's syndrome; (16) estimating and understanding blood pressure; (17) research on emergency medical services incidents in national parks; (18) hand injuries in rock climbers; and (19) arthritis. Also included are book reviews, short notes on first aid tips and new treatments, announcements of conferences and seminars, letters to the editor, and information on the Wilderness Medicine Institute and its curriculum. (SV)

ED 340 557 SE 049 679

Middle Schools with Grades 5-8 Science Education Program Evaluation Guide. SY88-89. Edition One Revision.
PUB DATE- Sep 88
NOTE- 125p.; For related document, see SE 049 680. Pages with drawings and shaded backgrounds may not reproduce well. well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Formative Evaluation; *Guides; Intermediate Grades; Junior High Schools; Middle Schools; Models; Program Effectiveness; *Program Evaluation; *Program Improvement; Science Education; *Science Programs; Science Teachers; *Secondary School Science; Summative Evaluation

This is a checklist for use by science coordinators, school principals, science supervisors, and teachers in identifying strengths and weaknesses of science programs in grades five through eight. It can also be used by science coordinators during school visits. This guide contains space for recording information concerning: school name and country; visitation date(s) and number; purpose(s) of visit; name(s) of individual(s) with whom briefing was held and recommendations; teachers, specialists, and administrators visited; observations of science program management; science budget; library and media center; computer program in science; science curriculum guides; schoolwide action plans; teaching staff; science laboratories; adopted textbooks; science teacher inservice programs; science courses; North Central Association evaluation; school improvement plan; standardized testing program; general observations and recommendations; and name of person with whom briefing was held. To aid the user, a list of references cited in context is provided in the appendix. These supporting documents include: (1) a memorandum on quality program indicators; (2) an administrator's guide; (3) science objectives; (4) approved textbook listing; (5) 7-12 sequential learning guide; (6) graduation requirements; (7) standards for secondary schools; (8) K-6 learning and time allocation guide; (9) applicant evaluation guide; (10) middle school standards; (11) elementary school standards; (12) schoolwide action plan

The National Environmental Education Act (H.R. 3684) is intended to renew and reestablish the Federal role in environmental education, and is designed to complement the existing environmental education programs presently being implemented by nonprofit organizations, local and state educational agencies, and various federal agencies including, but not limited to, the Fish and Wildlife Service, and the National Forest Service. This legislative act: (1) establishes the Office of Environmental Education within the Environmental Protection Agency; (2) calls for an expanded and varied program of curriculum development and dissemination, and teacher training; (3) provides grants for model projects and for seminars and meetings of practitioners; (4) provides small grants to local school systems and colleges; (5) supports college level environmental interns within Federal agencies; (6) provides national and regional awards to recognize excellence in environmental education; (7) establishes a foundation which will supplement and augment the environmental education and training activities promoted under this Act through matching funds with donations from the private sector; and (9) authorizes diverse activities which will further the purposes of this Act. Included here are: the National Environmental Education Act as reported from the House Committee on Education and Labor; a summary of the contents of this legislation; the legislative history and the need for this Act; an explanation of the amendment to H.R. 3684; the oversight findings; the congressional budget office cost estimates; and a section-by-section analysis of the Act. (JJK)

ED 340 579 SE 052 268

Lee, Motoko Y.; And Others
Teaching the Meaning of Statistical Techniques with Microcomputer Simulation.
PUB DATE- 89
NOTE- 12p.; Paper presented at the Academic Microcomputing Conference (Indianapolis, IN, April 1989). Figures 1-8 will not reproduce well due to extremely small, filled print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Computer Assisted Instruction; *Demonstration Programs; *Demonstrations (Educational); Higher Education; *Instructional Materials; Mathematics Education; *Statistics
IDENTIFIERS- *HyperCard; *Lotus 1 2 3; Pearson Product Moment Correlation; T Test

Students in an introductory statistics course are often preoccupied with learning the computational routines of specific summary statistics and thereby fail to develop an understanding of the meaning of those statistics or their conceptual basis. To help students develop a better understanding of the meaning of three frequently used statistics, this document presents HyperCard programs and a Lotus 1-2-3 spreadsheet for use by teachers in classroom simulation demonstrations of Pearson's correlation coefficients, t-test of two independent population means, and one-way analysis of variance. The instructional contents and typical computer screen outputs for each demonstration are discussed in association with their respective HyperCard

The report is organized in three parts. Part I examines the agenda for the 1990s: global atmospheric issues, air, inland waters, the marine environment, land, forests, wildlife, solid waste, and noise. Although focused on the relationships between the state of the environment, economic growth, and structural change in OECD countries, the data are analyzed in the context of world ecological and economic interdependence and the need for sustainable development. Part II, "A Changing Economic Context," includes chapters on agriculture, industry, transport, energy, and socio-demographic changes. Part III, "Managing the Environment: Towards Sustainability," details both economic and international responses. The report draws on the OECD's environmental database, as well as other evidence and scientific expertise accumulated by OECD. It also builds on information from national reports on the state of the environment and from national environmental yearbooks now available in most Member countries. A preliminary set of environmental indicators based on this report was published in the same year as a companion volume. (KR)

ED 340 598 SE 052 465

Environmental Indicators. A Preliminary Set = Indicateurs d'environnement. Une etude pilote.
PUB DATE- 91
NOTE- 80p.; For the companion report, see SE 052 464.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Agriculture; Developed Nations; Developing Nations; Ecology; *Economic Climate; Energy; *Environmental Education; *Foreign Countries; Forestry; Global Approach; Industry; *International Cooperation; Marine Biology; Noise (Sound); Population Growth; Soil Conservation; Wastes; Water Pollution; Water Quality; Wildlife; World Problems
IDENTIFIERS- *Global Warming

This document provides a preliminary set of environmental indicators by which to measure environmental performance. The indicators are patterned on the outline of the Organisation for Economic Cooperation and Development (OECD) "Report on the State of the Environment," a companion volume published in the same year. This volume is comprised of 18 environmental indicators, followed by 7 key indicators reflecting economic and population changes of environmental significance. It includes indicators of environmental performance, some relating to environmental quality itself (e.g., river quality, nature protection), some to national environmental goals (e.g., sustainable use of water resources, controlling waste generation), and some to international environmental agreements and issues (e.g., sulphur oxide emissions, trade in forest products). For each indicator, an introductory statement is given, accompanied by the basic data and a graphic illustration providing information on trends since 1970, where possible, as well as information on the present state. The document is printed in both English and French versions in parallel columns. (KR)

ED 340 599 SE 052 468

Ruffing, Jenny
The Estuary Book: A Guide to Promoting Understanding and Regional Management of Maine's Estuaries and Embayments.

The history of museology over the last century suggests that, in general, the founding of a new natural history museum is rarely the result of planning within the cultural policy field, a situation contrary to what occurs in the history of art museums. This lack of planning with respect to natural history museums has several causes, particularly in Europe, including: a narrow cultural view of science; a lack of importance being attached to the role of these museums in promoting environmental awareness and proper land-use; and lack of capital investment since natural history museums are most often not tourist attractions. Reported here are the activities surrounding the Seminar on Natural Museums in Strasbourg during September, 1989. The main theme of this seminar was spotlighting the current museological revolution in terms of public accessibility, of techniques to stimulate and connect community action, of the recognition of an expanding social role, about new career opportunities, and about the creation of partnerships with environmental management agencies. Included in this document are: (1) an introduction detailing the rationale and purpose of the seminar; and (2) a summary of the speaker presentations and group discussions outlined by preamble and major themes, sub-themes and discussions, and proposals for follow-up activities including the conclusions and final declarations. Appendices, which make up the bulk of the document, include: a list of seminar participants with contact information; the official seminar program; the draft of recommendations to member common market states on the role of museums in environmental education, information, and training; texts of speeches, presentations, and reports; and photocopies of several reviews from the print media in Europe. (JJK)

ED 340 617   SO 019 864

Hurst, G. Cameron, III
One Man's Invasion Is Another Man's Advance: National History in Japan and Korea.
PUB DATE- 30 Dec 88
NOTE- 14p.; Paper presented at the Annual Meeting of the American Historical Association (103rd, Cincinnati, OH, December 30, 1988).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Area Studies; Asian History; Foreign Countries; *Historiography; *History Textbooks; *Imperialism; *Korean Culture; *Revision (Written Composition); Secondary Education; *Textbook Bias; Textbook Research
IDENTIFIERS- Japan; Japanese Culture; Korea; Ministry of Education (Japan); *United States Study of Education in Japan

The altering of the presentation of Japan's imperialist adventures in Japanese high school history textbooks reflects a continuing dispute between Japan and her Asian neighbors, as well as between a politically conservative bureaucracy in the Ministry of Education and a historical profession heavily influenced by "progressives" who write from a leftist perspective. While the Ministry claims it is attempting to redress a Marxist bias in the presentation of history, it has been criticized for seeking to gloss over, if not actually justify, historical Japanese imperialism. Japanese texts do contain a leftist slant, are remarkably lacking in patriotic fervor or nationalist pride, and tend to be poorly designed and physically unattractive as compared to U.S. texts. The Japanese

ED 340 637 SO 021 607

Sawyer, Kem Knapp
Lucretia Mott: Friend of Justice. With a Message from Rosalynn Carter. Picture-book Biography Series.
PUB DATE- 91
NOTE- 51p.; Volume illustrated by Leslie Carow.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Historical Materials (060)
DESCRIPTORS- Biographies; *Childrens Literature; Civil Rights; Elementary Education; Females; Feminism; Justice; Sex Discrimination; *Sex Fairness; Slavery; *Social Studies; *United States History; *Womens Studies
IDENTIFIERS- *Mott (Lucretia)

An illustrated biography for children features Lucretia Mott, one of the pioneers of the movement for womens' rights. Born in 1793, Lucretia Mott was raised a Quaker; her strong spiritual beliefs underlay her outspoken advocacy of equal rights for women and blacks, and against war. Lucretia became a leader among those who wished to abolish slavery; she was regarded as an uncommonly powerful orator. Lucretia Mott spoke and wrote on behalf of equal rights for women too, for much of her life; she was an organizer and leading speaker at the first Women's Rights Convention held in Seneca Falls, New York in 1848. A statue of Lucretia Mott, along with those of Susan B. Anthony and Elizabeth Cady Stanton, is housed today in the U.S. Capitol. A message from First Lady Rosalynn Carter precedes the biography. (DB)

ED 340 638 SO 021 629

Lockledge, Ann
The Geography of Caribbean Holidays.
PUB DATE- 22 Jun 91
NOTE- 13p.; Paper presented at the International Social Studies Conference on the Caribbean (Miami, FL, June 22, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Area Studies; Cultural Activities; Elementary Secondary Education; Foreign Countries; Foreign Culture; *Geographic Concepts; *Geographic Regions; *Geography Instruction; *Holidays; Learning Activities; Multicultural Education; Social Studies; Teaching Methods
IDENTIFIERS- *Caribbean; *Festivals

This paper describes Caribbean street festivals as celebrations that reflect the historic, climate, and movement patterns of the region. Celebrations such as Carnival, Hosay, and Jonkonnu are discussed, and it is proposed that study of these and other festivals can be linked to the five thematic generalizations often utilized by geographers. These themes are location, place, relationships, movement, and region. It is concluded that placing holiday celebrations into the framework of the themes of geographic education will lead children to look

Concerned that most of the education reform debate of the 1980s has ignored the needs of girls, the American Association of University Women (AAUW) has launched its Initiative for Educational Equity. The first steps in this initiative were twofold. First, a survey of 3,000 fourth through tenth grade students, girls and boys from across the country, was carried out. This survey examined the impact of gender on self-esteem levels, career aspirations, educational experiences, and math-science interests. Second, a roundtable was held January 9, 1991, with leaders from education, business, government, and the media at which the findings of the AAUW survey were presented and discussed. At the roundtable, these leaders expressed their concern with the problem of gender bias in the schools and their commitment to working toward providing better educational opportunities for girls and young women. This document summarizes the findings of the AAUW survey and highlights comments by some of the roundtable participants. The research pointed out that as girls grow, they lose confidence in their abilities, expect less from life, and lose interest in challenging courses of study and rewarding careers, particularly pursuits involving mathematics and science. Schools play a critical role in limiting girls' aspirations, through various forms of gender bias, including a lower quality and quantity of classroom attention. Girls' declining self-esteem is a social problem the schools can and must play a role in solving. It is crucial that girls receive the education, support, and challenges they need to become part of the highly skilled workforce the United States needs; to reach their full potential as citizens in a democratic society; and to grow up to be parents who will challenge and nurture their own children. The pressing need for a workforce unequaled in the world combined with the continuing debate over school reform provides a unique window of opportunity for improving education for girls. A list of the roundtable's participants and the agenda are included as appendices. (DB)

ED 340 659   SO 022 116

How Schools Shortchange Girls: Action Guide. Strategies for Improving Gender Equity in Schools.
PUB DATE- 92
NOTE- 11p.; For related documents, see ED 339 674 ("How Schools Shortchange Girls") and SO 022 114-115.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adolescents; *Community Action; Community Leaders; *Educational Change; *Educational Discrimination; Educational Objectives; Educational Opportunities; Educational Policy; Educational Research; Educational Resources; Elementary Secondary Education; *Equal Education; *Females; Males; Mathematics Education; Occupational Aspiration; Public Schools; Role of Education; Science Education; *Self Esteem; *Sex Bias; Sex Discrimination; Student Attitudes; Student Needs

The American Association of University Women (AAUW) report, "How Schools Shortchange Girls," presents compelling evidence that girls are not receiving the same quality or even quantity of education as boys. The AAUW report is a synthesis of all the available research on the subject of girls in schools. It presents the rationale for a new and enlightened education policy to ensure that all children in the United States receive

Philosophy of Leisure," includes the following papers: "Introduction: Leisure and the Perfection of Importance"; "Moral Leisure"; "Leisure and Ethics"; "On Liberty and Leisure"; "Leisure and Democracy: Incompatible Ideals?"; "Ideals and Reality: Classical Leisure and Historical Change"; "Leisure, Transcendence, and the Good Life: From the Greeks to the Existentialists"; "Leisure: A Moral Imperative"; "New Work, Leisure, and Decadence"; "Understanding Leisure Experiences: The Contribution of Feminist Communitarian Ethics"; "A Theological Perspective on the Ethics of Leisure"; "Of Manners and Therapists: A Deconstruction of Leisure Discourses"; "Large-Scale Leisure Enterprises as Moral Contexts"; "Environmental Ethics: Strengths and Dualisms of Six Dominant Themes"; and "Leisure and Islam." Section 2, "Selected Thoughts," presents: "What Is the Good of Leisure?"; "Leisure and Ethics: Ramifications for the Individual and Society"; "Homo Ludens: A Study of the Play Element in Culture"; "Ethics in Management"; "The Language Games in TV Games: Commentary and the Manipulation of Meaning in Televised Sports"; "Exploring Ethics through Sports and Leisure: A Writing Seminar"; "Character Education: Something's Missing--Whose Responsibility?"; "The Contribution of Leisure to Moral Development"; "Private vs. Public Recreation Ethics: Is the Vision Different?"; "Methods for Teaching Ethics in Leisure Studies Curricula"; "The Recreational Context of Moral Development for Adolescents"; and "An Ethical Perspective of Recreation and Leisure Services in a Northern Cross-Cultural Environment." The final section, an epilogue, includes "Moral Leisure: The Promise and Wonder"; and "Reflections." (LL)

ED 340 680   SP 033 478

Anderson, Robert, Ed.; Kickbusch, Ilona, Ed.
Health Promotion: A Resource Book.
PUB DATE- 90
NOTE- 401p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adults; Child Health; Children; *Community Health Services; Developed Nations; Disease Control; Family Health; Foreign Countries; *Health Education; *Health Promotion; Mental Health; Preventive Medicine; *Primary Health Care; *Public Health; *Well Being
IDENTIFIERS- Canada; Finland; Ireland; New Zealand; United Kingdom; *World Health Organization

Health promotion redirects thinking about health by: reasserting its social and political aspects; ensuring the people the power to define their own health concerns; and placing health more clearly in the context of other aims in life. This compilation of 41 articles in 8 sections attempts to document this process of redirection of thought. The eight sections are titled: Rethinking Health and Disease; Refocusing Problems for Health; Redefining the Paradigm; Identifying the Actors and Their Roles; Introducing Social, Economic, and Political Change; Moving towards New Practice; Taking Note of Some Dilemmas; and A Perspective on the New Public Health. Each section contains one or more articles selected to reflect change on a global scale in the industrialized countries, including Canada, Ireland, Finland, New Zealand, and the United Kingdom. Some topics covered are: holistic medicine, wellness, a social concept of health education, changing lifestyles for health improvement, maternal and child health, mortality decline and program's effectiveness and allow highly qualified and motivated college graduates to enter the teaching field. The elements of TMATE include: (1) an advisory board; (2) screening; (3) core curriculum; (4) mentor teachers; (5) training of the mentor teachers; (6) field experience; (7) collegiality; (8) evaluation; and (9) consistent redesign. Interns are prepared through rigorous summer course work, and professional growth is nurtured throughout the year of induction, utilizing trained public school mentors and university faculty. The performance of interns, as reviewed by school principals, is consistently rated as equal to or better than that of other beginning teachers. (Author/LL)

ED 340 700 SP 033 517

Kemis, Mari R.; Warren, Richard D.
Examination of the Relationships between Perceived Teaching Potential, Commitment, and Efficacy and Performance, Satisfaction, Preparation, Career Orientation, and Academic Ability.
PUB DATE- Oct 91
NOTE- 24p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 19, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Ability; *Beginning Teachers; Career Planning; Elementary Secondary Education; Higher Education; Job Performance; Job Satisfaction; *Predictor Variables; *Self Efficacy; Student Teaching; Teacher Characteristics; Teacher Education Programs; *Teacher Improvement; *Teaching (Occupation); Teaching Skills
IDENTIFIERS- *Commitment

The present study extends a previous study of student teachers' teaching potential to first-year teachers and includes variables addressing commitment to a teaching career and efficacy. Respondents consisted of 126 first-year teachers who completed questionnaires at student teaching, graduation, and one year following graduation. Seven tables are included in the document. Table 1 and 2 define all variables used in the analysis and correlate potential, commitment and efficacy. Tables 3-7 examine correlations between potential, commitment, and efficacy and: performance at student teaching and as a first year teacher; satisfaction at graduation and as a first year teacher, academic indicators; variables related to preparation; and career orientation variables. The results suggest that for first year teachers commitment to teaching as a professional career and efficacy appear to be highly related to confidence in abilities, as well as to satisfaction. (LL)

ED 340 701 SP 033 518

Kemis, Mari R.; And Others
Teaching Potential and Its Relationship to Multiple Ratings of Student Teaching Performance and Other Factors.
PUB DATE- Oct 90
NOTE- 17p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 17-20, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

12-15, 1991). For a related paper, see TM 017 767.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software Development; Computer System Design; *Database Management Systems; Educational History; Elementary Secondary Education; *Evaluation Methods; Evaluation Utilization; *Local Area Networks; *Management Information Systems; *Microcomputers; Program Implementation; Public Schools; School Districts; *State Standards; Systems Development
IDENTIFIERS- dBase IV; *Georgia Comprehensive Evaluation System; Georgia State Department of Education

The Evaluation and Assessment Laboratory at the University of Alabama (Tuscaloosa) has contracted with the Georgia Department of Education (GDOE) to develop a microcomputer-based data management system for use in applying evaluation standards to schools and school systems. The Comprehensive Evaluation System (CES) was implemented statewide and has been revised and updated over a 5-year period. The initial development and subsequent changes in hardware and software are traced, illustrating accommodations to changes in statewide evaluation procedures. A legislative mandate in 1984 directed the GDOE to develop a computerized database management system for evaluation use. A preliminary version of the CES was developed in 1986, field tested in 1988, revised, converted to dBase IV, and tested again in 1989. Hardware and software were installed in fall 1990, after ironing out compatibility problems. A local area network allows the CES to include approximately 2,300 public schools and 200 school systems. The development of systems similar to the CES requires expertise in educational evaluation and computer software design. As more practitioners acquire these skills, the number of large-scale evaluation systems running on microcomputers will increase. One figure illustrates an overview of changes in statewide evaluation procedures between 1986 and 1990. (SLD)

ED 340 719   TM 017 689

Nweke, Winifred C.
What Type of Evidence Is Provided through the Portfolio Assessment Method?
PUB DATE- Nov 91
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (20th, Lexington, KY, November 12-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *College Students; Comparative Analysis; Discriminant Analysis; *Educational Assessment; *Education Majors; Essay Tests; Evaluation Methods; Grade Point Average; Higher Education; Informal Assessment; *Portfolios (Background Materials); Regression (Statistics); Standardized Tests; *Student Evaluation; *Teacher Education
IDENTIFIERS- Pearson Product Moment Correlation; *Performance Based Evaluation; Portfolio Approach

The validity of assumptions that portfolios complement other assessment methods and yield more reliable and valid data than do traditional methods was studied. More specifically, focus was on examining whether: achievement level (characterized by scores, ranks, and group membership) varies significantly with differing definitions and usage of portfolios; and progress

Schmidt, Jr., Yale University. (JB)

ED 340 276 HE 025 126

Reauthorizing the Higher Education Act of 1965. Report of the Committee on Labor and Human Resources, United States Senate, To Accompany S. 1150, To Reauthorize the Higher Education Act of 1965, and for Other Purposes Together with Additional and Minority Views. 102 Congress, 1st Session.
PUB DATE- 12 Nov 91
NOTE- 543p.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Costs; *Educational Finance; *Educational Legislation; Federal Aid; *Federal Legislation; *Higher Education; Information Dissemination; Minority Groups; *Student Financial Aid
IDENTIFIERS- Congress 102nd; *Higher Education Act 1965; Reauthorization Legislation

This report provides the official analysis of the Reauthorization of the Higher Education Act of 1965 submitted by Senator Kennedy along with views of minority members of the Committee on Labor and Human Resources in the Senate. The report includes discussion of background and need with emphasis on student financial aid issues, and views of the committee on Titles I through XIV. The hearings held at locations nationwide are listed, along with a record of the committee's roll call vote on an amended form of the bill. The official cost estimate prepared by the Congressional Budget Office is also included. A section on the regulatory impact of the bill states that the regulatory burden is expected to be minimal. An additional section by section analysis of the bill is also provided. A statement of the views of majority Senators Kassebaum, Hatch, Thurmond, Cochran and Coats is included along with another statement of the minority views of Senators Durenberger and Simon. The bulk of the document reproduces the legislation itself with changes, additions and deletions from the existing law indicated in brackets, italics and other typefaces. (JB)

ED 340 277 HE 025 127

Hearings on the Reauthorization of the Higher Education Act of 1965: Title V. Hearings before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, One Hundred Second Congress, First Session (July 11 and 16, 1991).
PUB DATE- Jul 91
NOTE- 358p.; Attachments contain reduced size type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; *Educational Legislation; Faculty Development; Federal Aid; *Federal Legislation; Hearings; *Higher Education; Minority Groups; Opinions; Student Financial Aid; *Teacher Education; *Teacher Persistence; *Teacher Recruitment
IDENTIFIERS- Congress 102nd; *Higher Education Act Title V; Reauthorization Legislation; Teacher Development Programs

A hearing was held over 2 days on amendments to Title V of the Higher Education Act, which addresses college educator recruitment, retention, and development and with authorization of programs designed to enhance the skills of current teachers

PUB DATE- 89
NOTE- 145p.; For the "Special Papers" annex to this main report, see HE 025 147. For other related documents, see HE 025 142-145 and HE 025 148-150.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Delivery Systems; Developing Nations; Educational Administration; *Educational Cooperation; *Educational Development; *Educational Planning; Foreign Countries; *Higher Education; *Institutional Cooperation; Intercollegiate Cooperation; *International Educational Exchange; Student Mobility
IDENTIFIERS- British Commonwealth; Commonwealth Secretariat Reports; Resource Utilization

This survey of international programs in higher education sets within an international context the recommendations made by the Commonwealth Standing Committee on Student Mobility, which addressed collaborative arrangements among tertiary educational institutions in the British Commonwealth. It reviews the policies and programs of major donors, and identifies trends in higher education assistance and the strategies and mechanisms for institution building in developing countries. The report suggests ways of harnessing Commonwealth and other international resources for such programs. The report's first part examines international cooperation in higher education by reviewing: the programs, themes, and trends in international development programs; the strategies for institutional development; and the delivery systems and mobilization of resources. The second part presents the survey of international development programs in higher education within the Commonwealth, the bilateral and multilateral agencies, the private foundations, and the World Bank. Appendices provide a list of contacts and a 158-item bibliography. (GLR)

ED 340 296 HE 025 147

International Development Programmes in Higher Education. Annex: Special Papers.
PUB DATE- 89
NOTE- 77p.; For the main report, see HE 025 146. For other related documents, see HE 025 142-145 and HE 025 148-150.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Developing Nations; Educational Administration; *Educational Cooperation; Educational Development; *Educational Planning; Foreign Countries; Higher Education; Information Systems; *Institutional Cooperation; Intercollegiate Cooperation; *International Educational Exchange; Student Mobility
IDENTIFIERS- Africa; Commonwealth Secretariat Reports

This volume of special papers constitutes the Annex to "International Development Programmes in Higher Education (A Report to the Commonwealth Standing Committee on Student Mobility and Higher Education Cooperation)." The papers presented have the following titles and authors: (1) "Training for Planning and Management: Improved Management Systems in Higher Education in Developing Countries" (Kevin M. Lillis); (2) "Libraries and Books Development" (Carol Priestley); (3) "Information Networks and Training" (Information from the

14.4 percent respectively from 1989, a 2-year period. Nine tables present statistics on the following topics: enrollment, degrees conferred, current funds revenues, expenditures and transfers, associate degrees conferred, bachelor's degrees conferred, master's degrees conferred, doctor's degrees conferred, and first-professional degrees conferred. (JB)

ED 340 315   HE 025 168

Oversight Hearing on the Reauthorization of the Higher Education Act of 1965: Pleasant Hill, California. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, First Session.
PUB DATE- 14 Jun 91
NOTE- 200p.; Serial No. 102-56. Some pages may not reproduce well because of small or light print. For a related document, see ED 338 166.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Education; College Bound Students; College Students; Community Colleges; *Educational Finance; Financial Needs; Financial Problems; Hearings; Higher Education; Labor Force; Middle Class; Need Analysis (Student Financial Aid); Parent Financial Contribution; *Paying for College; Student Financial Aid; Student Loan Programs
IDENTIFIERS- *California; Congress 102nd; Higher Education Act 1965; Reauthorization Legislation

As part of a series of field hearings across the nation on the reauthorization of the Higher Education of 1965, the Subcommittee on Postsecondary Education met in Pleasant Hill, California, to hear testimony specifically on access to education for children of lower and middle class families in California. Discussed were the rising cost of higher education, restricted access due to increased cost, efforts to provide financing and assist students, and innovative programs in the public and private sectors that are providing postsecondary educational opportunities. Three panels of witnesses appeared. The first panel included a high school counselor, a parent, a director of foster services, a social worker, a high school student and a student from the local community college. The second panel included Gene Ross of Contra Costa Community College; Janis Linfield, of California State University; William R. Frazer, for the University of California; Jose Quintanar for Community College Educators of New Californians; Patricia Hurley, College of Marin; and Samuel Kipp of the California Student Aid Commission. The third panel included Linda and Ken Rawlings and Merrill Callow on the innovative "Otis Spunkmeyer Student Motivational Program"; Brian Murphy of San Francisco State University; Mary Duffy and J. Anthony Kline of San Francisco Conservation Corps; and Johnicon George, of the California Conservation Corps. Included are the prepared statements of all the witnesses. (JB)

ED 340 316   HE 025 169

Oversight Hearing on the Reauthorization of the Higher Education Act of 1965: Great Falls, Montana, Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, First Session.
PUB DATE- 13 Jul 91
NOTE- 66p.; Serial No. 102-52. Some pages contain small and/or

NOTE- 369p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Administration; College Faculty; Colleges; *Educational Strategies; Governing Boards; Higher Education; Individual Development; *Institutional Role; *Leadership; *Leadership Training; Learning Experience; *Management Development; Presidents; Universities

This book focuses on the development of both leadership and management in the college or university setting. The book is divided into four parts. Part 1 provides the context of leadership development from the perspectives of both the institution and the individual. The second part focuses on what is normally thought of as leadership by examining different groups within an institution of higher education, such as governing boards, presidents, those in other administrative positions, and faculty. Part 3 examines implementation strategies including designing in-house efforts, making deliberate use of on-the-job training, and selecting an external professional development program. This section also addresses both the institution and the individual by providing information on how both can benefit and make the best use of these experiences. The final part (the appendix) provides information on associations and brief descriptions of the national, statewide, and on-campus programs and practices listed at the end of the various chapters. References follow chapters. Contains an index. (GLR)

ED 340 334 HE 025 191

Whiting, Albert N.
Guardians of the Flame: Historically Black Colleges Yesterday, Today, and Tomorrow.
PUB DATE- 91
NOTE- 80p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Black Colleges; *Black Education; College Desegregation; *College Segregation; Desegregation Effects; Higher Education; History; Institutional Characteristics; Institutional Mission; Interviews; *Racial Integration
IDENTIFIERS- African Americans; Diversity (Student)

This book chronicles African American higher education as viewed by 20 presidents and presidents emeriti from several historically black colleges (HBCs). Interview excerpts are used to illustrate how HBCs outside the established, accepted educational structure have been inadequately financed and staffed, have been without satisfactory resources, but have, nevertheless, been nurtured, sustained, and enlivened by an irrepressible passion for education. The book provides a brief history of HBCs; discusses the characteristics commonly found in HBCs; and examines the mission, spirit, and promise that have been the cornerstone of HBCs' educational efforts, namely, to provide, encourage, and accelerate higher education for African Americans, while incubating and preserving black creativity and scholarship. Additionally examined is the question of the present condition of HBCs and their future in light of the national goal for total integration and the extent

PUB DATE- 91
NOTE- 83p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Education; Consumer Economics; *Consumer Education; Consumer Science; *Information Dissemination; *Needs Assessment; Surveys; *Telecommunications; *User Needs (Information)
IDENTIFIERS- California (Inglewood); California (Los Angeles); California (South Gate); *Telecommunications Education Needs Assessment CA

This study was intended to identify unmet telecommunications education needs of residents in south central, southeast, and southwest Los Angeles, together with the border communities in the cities of Inglewood and South Gate; identify the level of sophistication of the average consumer regarding the usefulness or need of specific telecommunications products and services; identify consumers' level of understanding and concerns with telecommunications issues and trends; and present recommendations to consumer educators. The investigation included reviews of the literature on telecommunications and the marketplace and on needs assessment, as well as a survey of a sample of 1,494 residents of these low and middle income areas. Data were analyzed by means of frequency distribution at a 0.05 level of significance. Results indicated that: (1) many consumers are confused by the new telecommunications marketplace; (2) for many, the phrase "phone company" represents all telecommunications services; (3) a number of telecommunications consumers do not use the enhanced services they have purchased; (4) average monthly bills of the target population are astronomical given the income levels and geographic location of this population; (5) only 62% of respondents read their bills; (6) less than half the respondents read the telephone company's messages to consumers in their bill inserts; (7) telecommunication services for individuals with special needs are not effectively publicized; (8) terminology such as "fiber optics" is foreign to a majority of the consumers; (9) some respondents view the possibility of the caller I.D. feature as a deterrent to obscene and/or anonymous calls; and (10) they consider the public telephone system to be unreliable and inadequate. Suggested recommendations include provision of touch tone telephones at no cost to consumers; follow-up level of use studies; increased dissemination of information about changes in services, rate increases, and special services; and periodic checks of consumer bills for accuracy. Appendices contain the survey instrument and census data. (27 references; 61 tables) (DB)

ED 340 352   IR 015 342

Yee, Hua Min; And Others
Cross Cultural Studies for Teacher-Librarians. Final Report.
PUB DATE- Sep 91
NOTE- 80p.; This project was funded in June 1989 by the Department of Employment, Education and Training under the Multicultural and Cross-Cultural Supplementation Program (MACSP) of the National Policy on Languages in Australia.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Authors; Foreign Countries; *Greek Literature; *Literary Criticism; Postsecondary Education; Twentieth Century Literature; World Literature
IDENTIFIERS- *Greece; Kazantzakis (Nikos)

This research paper consists of an annotated bibliography about Nikos Kazantzakis, one of the major modern Greek writers and author of "The Last Temptation of Christ," "Zorba the Greek," and many other works. Because of Kazantzakis' position in world literature there are many critical works about him; however, bibliographical control of these works is very weak. This tool is intended to facilitate researchers in retrieving bibliograpical information on this author. Introductory materials include biographical information on Kazantzakis and a discussion of critics' reactions to his work, a brief description of the literature review conducted for this study, a description of the methodology used in compiling the annotated bibliography, notes on the Greek font used in the text, and a list of five works cited (four in English and one in Greek). The first of two major sections of the bibliography is entitled Primary Works, and provides a list of 50 titles by Kazantzakis. The 322 items listed under Secondary Works are divided into journal articles, monographs, monographic chapters, and dissertations. All works were written in English or modern Greek, and published from 1948 to the present. Titles of Greek works are given in both English and Greek, but all of the annotations are in English. (Author/DB)

ED 340 370 IR 053 862

Slivka, Krystal K.
Library Automation: Survey of Chemical (Sci-Tech) Libraries within For-Profit Corporations in Ohio.
PUB DATE- Jun 91
NOTE- 89p.; Master's Thesis, Kent State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Competition; Information Management; *Library Automation; Library Services; Library Surveys; *Online Systems; Questionnaires; *Special Libraries; *Use Studies
IDENTIFIERS- *Corporate Libraries; Ohio

Automating a library can be an expensive, time-consuming endeavor that includes many risks. These risks can be reduced through a variety of methods: learning all one can about the systems available that perform the functions in which one is interested, clearly defining one's needs and expressing them succinctly to vendors, and learning how other similar libraries have dealt/are dealing with similar automation projects. This paper utilizes a survey of chemical (sci-tech) libraries functioning within for-profit corporations in Ohio to generate information on ongoing and proposed automation projects for such libraries. While it would probably be difficult for one of these librarians to get approval to visit another's site, because of the competitive nature of these companies, a survey such as this provides the opportunity for these librarians to learn of successes and disappointments with systems in these other libraries. Informal discussion with some of these

PUB DATE- Dec 91
NOTE- 4p.; For the 1990 version of this digest, see ED 327 219.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Libraries; Access to Information; *Computer Networks; Elementary Secondary Education; *Federal Legislation; Government Role; Higher Education; *Information Networks; Learning Resources Centers; National Programs; Public Libraries; Research Libraries; Technological Advancement; *Telecommunications
IDENTIFIERS- ERIC Digests; High Performance Computing Act 1991; INTERNET; *National Research and Education Network

Federal legislation authorizing the creation of the National Research and Education Network (NREN)--i.e., the High-Performance Computing Act of 1991 (P.L. 102-194)--was signed into law by the President in December 1991. This network is envisioned as an expansion and enhancement of the existing U.S. Internet, the collection of interconnected computer networks that is currently used by over one million U.S. researchers, educators, students from K-12 to postgraduate levels, and others. This digest reports on the current status of Federal policy initiatives related to the NREN and discusses trends and issues in electronic networking that are of interest to members of the education and library communities. The digest lists important features of the Federal Government's plans for funding, creating, and managing the NREN. It is noted that the government hopes the development of the NREN will enhance national productivity and competitiveness as well as speed scientific and technical advances in a number of fields. It is argued that the potential of the NREN to dramatically change the nature of education and scholarship is becoming more apparent, particularly when the library and education communities are continuing to expand their use of electronic networks. The digest concludes by indicating types of issues involved in the transition to a networked information environment, and some technology trends that could have an impact on networking. (9 references) (MAB)

ED 340 391 IR 053 940

Sitts, Maxine K.
A Practical Guide to Preservation in School and Public Libraries.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 55p.; For an ERIC Digest summarizing this publication, see ED 335 059.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Advocacy; Elementary Secondary Education; *Learning Resources Centers; Library Collections; *Preservation; Prevention; *Public Libraries; Records Management; Reference Materials

This monograph provides some starting points for beginning preservation activities in libraries within a framework of three key essentials: awareness, judgment, and advocacy. In the first section, the text is concerned with how public and school libraries can both contribute to, and benefit from, the vast amount of preservation information that is available at national, state, and regional levels. Examples of preservation

Technical College, The University of Toledo: You've Come a Long Way, Baby!" by Raymond S. Henry, Jr.; (9) abstracts of the 1986 OATYC conference presentations; (10) "The Consortium for Instructional Improvement: A Model for School and College Cooperation," by Craig D. Laubenthal; (11) "Can You Be Sued for Letters of Reference," by Ralph S. Brown; (12) "CTI (Columbus Technical Institute) to Become Columbus State Community College," by Rita Langdon; (13) "New Help for Area Business and Development," by Gretchen Huffman; and (14) "Issue: How Can a Two-Year College Faculty Member Best Cope With Change?" by Leif Hatlestad and Harold Koch. (EJV)

ED 340 408   JC 900 052

Fullen, James, Ed.
OATYC Journal, Vol. XIII, Nos. 1-2, Fall 1987-Spring 1988.
PUB DATE- 88
NOTE- 96p.; This journal is being entered into ERIC, one year's worth at a time, with "Table of Contents" type abstracts, in order to provide indexing access to the individual articles via the text of the abstract.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *College Administration; College Athletics; *College Faculty; *College Instruction; College Role; Community Colleges; Computer Uses in Education; Curriculum Development; *Educational Quality; General Education; Governance; Humanities; Nursing Education; Private Colleges; *Professional Associations; Public Colleges; Student Recruitment; Teacher Role; Technical Institutes; Two Year Colleges; Universities
IDENTIFIERS- *Ohio

"OATYC Journal," which is published by the Ohio Association of Two-Year Colleges, is designed as a forum for the exchange of concepts, methods, and findings relevant to the two-year college classroom. Along with commentaries and letters of reaction from the readership, the two issues of volume XIII contain: (1) "Focus: The University of Akron Community and Technical College: Looking Back," by Blin B. Scatterday; (2) "Who Needs the General Studies Department?" by Ed Lamp; (3) "Trends in Computer Technology: A Preliminary Study of the Northeastern Ohio Area," by Robert Remedio; (4) "Teaching Thinking: The Mission of the Humanities," by James J. Sheridon; (5) "Office Administration, The University of Akron, Program of Excellence Study," by Jean Johnston; (6) two responses to the question, "How Can Two-Year Colleges Maintain Quality Programs in the Face of Declining Enrollments?" by Charles Bohlen, James E. Tew, and Robert L. Romig; (7) "The Role of the Two-Year College in Economic Development," by James P. Long; (8) a review of recent OATYC developments and plans; (9) "Focus: Rio Grande College and Community College, A Unique Marriage," by Larry C. Ewing; (10) abstracts of the fall 1987 OATYC Conference presentations; (11) "Athletic Programs in Ohio Two-Year Institutions: A Neglected Tool for Student Recruitment," by Dennis Smith; (12) "Collaboration: Nursing Service and Nursing Education," by Esther O'Dea; (13) "The Fourth R (Reasoning)," by John Rich; (14) "Scholars Working with 'Found Objects': Humanities Research Projects," by Eva Thury; (15) "Study Tour to the Orient," by Mary Dee and Linda Rodda; (16) two papers discussing faculty involvement in college governance by Constance L. Kocher, Linda Houston and Allen Zimmerman; and (17) "Ohio Two-Year Colleges Help Business/Industry Remain Competitive," by Thenice Gall. (EJV)

MDCC were Sunset (449 students), Coral Park (356 students), Southwest (336 students), Hialeah (297 students), and Miami Senior (269 students). (JMC)

ED 340 425 JC 920 031

Belcher, Marcia J.
Reliability and Validity Issues: An Analysis of Miami-Dade's Pilot Student Feedback Survey.
PUB DATE- Aug 91
NOTE- 83p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Analysis of Variance; Community Colleges; *Student Attitudes; *Student Evaluation of Teacher Performance; Tables (Data); Teacher Effectiveness; *Test Interpretation; *Test Reliability; *Test Validity; Two Year Colleges
IDENTIFIERS- *Miami Dade Community College FL

In 1991, a study was conducted of Miami-Dade Community College students' classroom experiences. The process involved randomly selecting one section for each full-time faculty member and administering the surveys prior to the final course withdrawal date. Surveys were returned from 640 sections (84% of those initially selected), and responses were received from 12,729 students. After tabulation, the results were analyzed to determine the reliability and validity of the initial survey instrument. Findings included the following: (1) at least 95% of the students thought their instructors were prepared for class, showed an interest in and knowledge of the subject, and treated them with respect; (2) 62% of the respondents felt that their instructors provided regular information about student progress; (3) 69% of the students thought their performance was either "good" or "excellent"; (4) 75% of the students were working at least part-time, and 30% had family commitments that interfered with school; (5) instructors who were generally rated highly in all areas were most likely to be described as creating a classroom atmosphere that encouraged learning, being concerned with students' progress, and making the course interesting; (6) students who rated their performance as "good" or "excellent" gave higher ratings to their instructors than students who did not feel they were doing as well in class; and (7) instructors and assistant professors obtained higher scores than faculty at other ranks. Changes in ratings were analyzed in terms of students' perceptions of their academic performance, perceived course difficulty, class size, reasons for taking the course, time of day of course, instructor rank, and subject matter. The reliability for the survey was found to be very high. (JMC)

ED 340 426 JC 920 032

Baldwin, Anne
International Student Profile.
PUB DATE- Sep 91
NOTE- 92p.; For an earlier study, see ED 305 950.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; Comparative Analysis; *Enrollment Trends; *Foreign Students; Full Time Students; Higher Education; *Student Characteristics; *Student

project. Only $75,000 was available for the first year of funding, however. The faculty committee determined that faculty could choose from IBM/IBM-compatible or Macintosh computers. In the first year, 75 faculty applied for computers for their offices, including 18 who considered themselves computer novices and 57 who categorized themselves as computer literate. As the college only had enough funding for 25 computers, a number generator was used to order the applicants randomly. During the second year, 57 faculty members applied, and all were able to receive a computer. The college retained ownership of the computers and maintained the warranties and service contracts. As time passed, the price of computers went down, and the school was able to afford more powerful computers and some laser printers or color ink jet printers. (JMC)

ED 340 443 JC 920 056

Berry, Grant, Jr.
Planning for Project Continuation.
PUB DATE- 91
NOTE- 13p.; Paper presented at the National Title III Workshop: "America 2000--Title III Responds to the Challenges" (Washington, DC, September 30-October 2, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *College Planning; Community Colleges; *Faculty Development; *Financial Support; Grants; Instructional Improvement; *Program Administration; *Program Costs; Program Development; *Resource Allocation; Two Year Colleges
IDENTIFIERS- *Pennsylvania College of Technology

Designed to help colleges plan for the successful continuation of educational improvement projects beyond the end of their original funding period, this report presents a case study of Pennsylvania College of Technology's (PCT's) efforts to ensure the continuation of a Title III faculty development program. After describing the the Title III project, which involved all PCT faculty in a workshop and seminar on instructional and technology-based instructional delivery, the paper goes on to emphasize the importance of planning college projects without regard to external funding considerations. Next, eight strategies for project continuation are presented: (1) incorporate existing resources (especially key staff) in the project design; (2) establish the clear, strong, documented support of the college's chief executive officer at the outset, and maintain this support throughout the funding period; (3) identify and pursue parallel funding opportunities; (4) be entrepreneurial, which at PCT involved opening the seminar to personnel at other colleges for a fee; (5) re-use the staff expertise resources developed during the project so that trained faculty can assist in the training of other faculty; (6) create new, permanent revenues to support continuation and/or seek ways to reduce project costs; (7) promote the development of voluntary support groups; and (8) for computer related projects, promote personal computer ownership by faculty and staff. Finally, eight additional suggestions are presented for identifying the continuation strategies appropriate for individual institutions. (PAA)

ED 340 444 JC 920 057

Gerardi, Steven
Open-Admissions: What Has Changed in Two Decades at the Community

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Cognitive Development; Curriculum; *Day Care Centers; Emotional Development; Minicourses; Parent Child Relationship; *Parent Education; *Parent Participation; *Parent Student Relationship; *Parent Workshops; Physical Development; *Preschool Children; Preschool Education; Social Development; Training Methods

This practicum paper describes the design and implementation of a workshop series which acquainted parents with the growth and development of preschool children. The program was developed because the children of these parents attended a day care center which had no systematic means of providing parents with information about children's developmental stages. Objectives of the workshops were that parents would: (1) be informed about the philosophy and programs offered by the community's child care services organization; (2) come to understand the social, emotional, physical, and cognitive development of preschoolers; (3) develop an understanding of the ways in which the center's programming incorporated the developmental stages identified in the workshops; and (4) incorporate their learning into the home situation. The establishment of a support system among the parents was another goal. The workshop series consisted of 10 sessions which corresponded to the social, emotional, physical, and cognitive areas of growth and development. Each workshop focused on the skills involved with one area; how the preschool curriculum incorporated that area; and how parents could best encourage the children's success in the area with simple yet effective activities. The "hands-on" approach allowed parents to experience situations. In addition, parents were provided several activities to do at home, and returned assignments for discussion. By the end of the workshop series, parent interaction in the center increased slightly in most areas evaluated. Appended are 43 references and related materials. (Author/GLR)

ED 340 462 PS 020 030

Rothschild, Theresa
Expanding Programs in an Early Childhood Center To Meet the Community's Needs and To Improve Center Fiscal Stability.
PUB DATE- 91
NOTE- 118p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Advertising; *Day Care Centers; *Enrollment; *Financial Problems; Kindergarten Children; Marketing; Primary Education; Program Development; Summer Programs; *Tuition
IDENTIFIERS- *Program Expansion

This practicum addressed the issues of declining enrollment and the anticipated problems resulting from the loss of a kindergarten program in an early childhood center. (Enrollment is expected to decline as the public schools moved to all-day kindergarten.) Goals of the practicum were to increase enrollment in the early childhood center, expand program offerings, institute an all-day program, and increase enrollment in the summer day camp program. The practicum's behavioral objectives, to be implemented over an 8-month period, were: (1) intensify advertising and marketing; (2) offer enrichment classes; (3) expand the hours of operation; and (4) revise the summer camp's scheduling. The strategy to meet these objectives involved increasing tuition, organizing a

NOTE- 65p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; At Risk Persons; Blue Ribbon Commissions; *Childhood Needs; Children; Community Cooperation; *Early Intervention; Educational Policy; Elementary Secondary Education; Family Programs; Financial Support; Health Services; *Policy Formation; Preschool Education; Social Services; *Statewide Planning
IDENTIFIERS- *Alaska; *Native Americans

This report describes programs for Alaska's children. Discussed are the efforts of the Governor's Interim Commission on Children and Youth to construct a coherent, long-term, and effective children's policy for the state. A comprehensive system of services rooted in prevention and intervention is proposed for future long-term policy development. Agenda issues discussed include the economy, education, health care and health care financing, the role of the federal government, children living in poverty, children's abuse of alcohol and other drugs, violence, separated native families, and demographics. Specific changes in programs and services for children and youth are described. Discussion then turns to the untouched and unfinished agenda for children. Considered are proposals made by the governor to the legislature that remain unfunded; issues about which the commission has made no concrete proposals beyond those contained in a 1988 report to the governor; and issues that the commission was not able to deal with. Recommendations for business and private sector involvement, government and public sector responsibilities, and parent support initiatives are offered. A 15-page chart lists the commission's original 85 recommendations and describes the progress made on each. The report concludes by identifying immediate priorities for funding and for consideration by a new commission. (SH)

ED 340 482   PS 020 190

Low-Cost Science and Technology Materials at Kindergarten Level (Examples of National Institutions of Democratic People's Republic of Korea, People's Republic of China and Brasilia).
PUB DATE- 87
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Basic Skills; *Computation; Foreign Countries; *Instructional Materials; International Cooperation; Kindergarten; *Mathematics Materials; Number Concepts; *Object Manipulation; Primary Education; *Science Materials; Scientific Concepts
IDENTIFIERS- Brazil; China; Color Discrimination; *Inexpensive Materials; North Korea

Increasing attention is being paid today to the place of science in general education at the preprimary, primary, and secondary levels. Educational authorities and specialists in many countries throughout the world agree about the important role that science should and can play in the context of education, but specific aims and objectives must be clarified and then translated into a set of educational activities. In May 1987, UNESCO organized an interregional workshop in Pyongyang,

NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Aggression; Comparative Analysis; *Elementary School Students; Intermediate Grades; Interpersonal Competence; Leadership; Mainstreaming; *Mental Retardation; *Peer Evaluation; Primary Education; *Rejection (Psychology; *Social Behavior; *Social Status
IDENTIFIERS- *Acceptance; Disruption; Normal Children

The purpose of this study was to examine the relationship between mentally retarded children's social status and their social behavior as perceived by their peers in the mainstream classroom. For purposes of comparison, the relationship between nonretarded children's social status and their perceived behavior was also assessed. Sociometric surveys were conducted in 51 third though sixth grade mainstream classrooms in order to identify accepted and rejected mentally retarded and nonretarded children. Peer assessments of social behavior were also obtained, and the results were used to classify subjects into groups (sociable, sensitive/isolated, aggressive/disruptive, or some combination). Results revealed that rejected, mentally retarded children were perceived by their nonretarded peers as engaging in aggressive/disruptive and or sensitive/isolated behavior. In contrast, accepted mentally retarded children were perceived as sociable. The same relationships were found for nonretarded accepted and rejected children. Factor analyses of the peer assessments revealed that nonretarded children used similar dimensions in assessing the social behavior of their mentally retarded and nonretarded peers. (Author)

ED 340 501 PS 020 224

den Bak, Irene; Rose-Krasnor, Linda
Effects of Emotion and Goal Value on Social Problem-Solving.
PUB DATE- Apr 91
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; Anger; *Context Effect; *Elementary School Students; *Emotional Response; Foreign Countries; Grade 4; Grade 5; Intermediate Grades; *Moods; *Problem Solving; Skills; *Social Problems
IDENTIFIERS- Canada; *Goal Value

This paper reports on a study of situational influences of affect and goal value on social problem-solving in middle childhood. It was expected that the adequacy of any particular social problem-solving process would be reduced by increases in goal intensity. On the basis of prior testing, two social goals of high value and two of low value were selected for 90 fourth and fifth graders. Goals were included in four hypothetical social problems presented to the children following randomly assigned happy, angry, or neutral "mood inductions." Results revealed that factors which increase the intensity of the social situation inhibited the social problem-solving process. This was reflected by reduced flexibility, greater irrelevancy, use

The Chesapeake Bay is the largest estuary in North America, providing food and habitat for an abundance of fish and wildlife. This booklet provides lesson plans for lower elementary students introducing the Chesapeake, its inhabitants, and pollution problems, and suggesting ways that individuals can contribute to the Bay's restoration. Background material for teachers is divided into sections on fish, wildlife, and other general Bay information; information about water; and pollution and conservation issues. Each lesson plan indicates grade level, instructional objectives, materials needed, subjects, and student skills. Plans incorporate a variety of disciplines, particularly language skills. Lessons cover the watershed concept; ways in which rain reaches the Bay; plants, animals, and the Bay ecosystem; animals' adaptations to their habitat; Bay food sources; water use, conservation, and pollution; garbage and recycling; and litter from the animals' perspective. Student pages include a coloring book, activity worksheets, and instructions for making fish mobiles and bird feeders. Appendices contain a map of the Chesapeake Bay watershed and addresses of Chesapeake Bay organizations, educational resources, and environmental groups and agencies. (SV)

ED 340 522 RC 018 128

Indians of Washington and the Environment. A Collection of Information and Curriculum Lessons To Assist Educators in Teaching about Tribal Natural Resource Relationship.
PUB DATE- 89
NOTE- 120p.; Compiled by Project Learning Tree.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; American Indians; *Class Activities; Conservation (Environment); Educational Games; Elementary Secondary Education; Environmental Education; Learning Activities; Lesson Plans; *Natural Resources; Treaties; Tribes; Values; *Wildlife Management
IDENTIFIERS- *Environmental Attitudes; *Washington

The American Indian tribes of Washington have a unique relationship with natural resources, one of reverence and reliance. While non-Indian people traditionally approach natural resources from the perspective of ownership, tribal peoples view natural resources as components of life and culture. The survival of Washington tribes depends upon a sustainable natural resource base. This booklet contains lesson plans and classroom activities that help students become aware of tribal ways of life and historical and contemporary interactions with the natural world and non-Indian people. Major curriculum concepts include: (1) the diversity and importance of Washington's natural resources; (2) diverse uses of natural resources by people; (3) the influence of natural resources on cultures; (4) the role of culture in the development of controversial issues and the communication process for resolving such issues; (5) the finite nature of resources and related decision making; and (6) values clarification about the web of interrelationships among humans, fish, wildlife, and the environment. Lessons cover Washington geography, climate, and wildlife; daily life of Indians and first White settlers; sources of clothing; treaties; watershed, wildlife, and forest management; water quality; salmon fishing and Native fishing rights; American Indian reservations; historical timelines; and history, culture, and legends of the approach provides a transition to the abstract reasoning of algebra and other mathematics. This approach was applied for 1 year at a Navajo Reservation school with children aged 8-10. Five projects are described in detail, involving student construction of models of rodeo arenas, hogans, and the school compound; rug weaving; and map drawing. This book contains 50 references. (SV)

ED 340 540 RC 018 438

Collins, Timothy
Reform and Reaction: The Political Economy of Education in Kentucky.
PUB DATE- Aug 91
NOTE- 64p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Columbus, OH, August 18-21, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Court Litigation; Economic Development; *Educational Attitudes; *Educational Change; *Educational Equity (Finance); Educational Finance; Educational Legislation; Elementary Secondary Education; *Politics of Education; *Rural Education; Social Class; Sociocultural Patterns; Socioeconomic Influences; *State Legislation
IDENTIFIERS- *Kentucky; Kentucky Education Reform Act 1990

Kentucky has a long history of educational problems and of reform efforts that failed because of state neglect. These problems, which deeply affect rural economic development and are closely tied to patterns of unequal development, have become more troublesome as world markets have changed. The roots of these problems are planted in the state's sociocultural history of rural values and attitudes, the attendant political economy based on low-skill jobs, and rural and urban class structures that reinforce social inequality. Middle-class farmers and capitalists involved in extractive industries and textiles traditionally have seen little value in worker education and have resisted tax increases for education. This paper examines the 1990 Kentucky legislative session, passage of the Kentucky Educational Reform Act of 1990, and subsequent political developments related to educational finance issues. The education reform package, which was mandated by the state Supreme Court, passed by a solid majority but still faces considerable opposition from a predominantly rural class-based group. However, this powerful group may be losing ground as Kentucky state government becomes more responsive to capital from Japanese manufacturers now locating in the state. This paper provides 61 references, the major provisions of the reform package, and tables and maps describing Kentucky's educational and socioeconomic characteristics, per-pupil revenues, and legislators' votes on the reform bill by party and occupation. (Author/SV)

ED 340 541 RC 018 444

Howley, Craig B.; And Others
A Parent's Guide to the ERIC Database. Where To Turn with Your Questions about Schooling. Revised Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 92
NOTE- 82p.; For the 1989 edition, see ED 307 102.

instructions; and (13) statement of philosophy. (CW)

ED 340 558 SE 049 680

Unit School Science Education Program Evaluation Guide. SY88-89. Edition One Revision.
PUB DATE- May 88
NOTE- 129p.; For related document, see SE 049 679. Pages with drawings and shaded background may not reproduce well. Page 3 missing from copy received by ERIC.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Elementary School Science; Elementary Secondary Education; Formative Evaluation; *Guides; Middle Schools; Models; Program Effectiveness; *Program Evaluation; *Program Improvement; Science Education; *Science Programs; Science Teachers; *Secondary School Science; Summative Evaluation

This is a checklist for use by science coordinators, school principals, science supervisors, and teachers in identifying strengths and weaknesses of science programs in grades kindergarten through 12. It can also be used by science coordinators during school visits. This guide contains space for recording information concerning: school name and country; visitation date(s) and number; purpose(s) of visit; name(s) of individual(s) with whom briefing was held and recommendations; teachers, specialists, and administrators visited; observations of science program management; science budget; library and media center; computer program in science; science curriculum guides; schoolwide action plan; teaching staff; adopted textbooks; science and teacher inservice programs; science courses; North Central Association evaluation; school improvement plan; standardized testing program; general observations and recommendations; and name of person with whom briefing was held. To aid the user, a list of references cited in context is provided in the appendix. These supporting documents include: (1) a memorandum on quality program indicators; (2) an administrator's guide; (3) science objectives; (4) approved textbook listing; (5) 7-12 sequential learning guide; (6) graduation requirements; (7) standards for secondary schools; (8) K-6 learning and time allocation guide; (9) applicant evaluation guide; (10) middle school standards; (11) elementary school standards; and (12) schoolwide action plan instructions. (CW)

ED 340 559 SE 049 731

Dynan, Muredach B., Ed.; Fraser, Barry J., Ed.
Informal Learning of Science. Monograph in the Faculty of Education Research Seminar and Workshop Series.
PUB DATE- 85
NOTE- 26p.; For other monographs in this series, see SE 049 732-734 and SE 049 738.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Facilities; Educational Innovation; *Elementary School Science; Elementary Secondary Education; *Mass Media; Misconceptions; *Museums; *Nonformal Education;

programs, which are included in the appendix. (JJK)

ED 340 580 SE 052 283

Gagliardi, Raul
Training for Environmental Protection in the Lombardy and Umbria Regions. Discussion Paper No. 74.
PUB DATE- 91
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Course Descriptions; Elementary Secondary Education; *Environmental Education; *Environmental Technicians; Foreign Countries; Higher Education; *Nontraditional Education; Postsecondary Education; *Vocational Education
IDENTIFIERS- *Environmental Education Programs; Environmental Issues; Environmental Occupations; *Environmental Protection; Italy

An increasing awareness of environmental issues and the implementation of environmental programs internationally has spurred a greater need for environmental education and training in many countries. This document is the first in a series of papers that will examine and provide insights into available national training programs for environmental protection. The analyses here highlight the weaknesses and insufficiencies, as well as the effectiveness and innovations, found within both the formal and the informal training programs in the Lombardy and Umbria regions of Italy. Following a historical background introduction, the contents are: (1) the knowledge and skills for environmental protection formally developed within local schools; (2) university courses currently offered in environmental protection; (3) environmental protection profiles and the employment market; (4) the gap between knowledge and skills needed for environmental protection and the limitations of school dropouts and university graduates; (5) specific problems related to training for environmental protection; (6) vocational training courses in environmental protection for the researcher, the professional, and the technician; (7) training for environmental protection addressed to the general public; (8) conclusions and propositions for future analysis; and (9) appendices which contain detailed descriptions of courses in environmental protection from a typical vocational school and a typical workshop on environmental impact assessment, the listing of consultants who provided input for this document, and a list of 25 bibliographic entries. (JJK)

ED 340 581 SE 052 307

Wong, Philip Siew Koon
The Effects of Academic Settings on Students' Metacognition in Mathematical Problem Solving.
PUB DATE- 89
NOTE- 35p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (November 28-December 2, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Cognitive Tests; Foreign Countries; Grade 8; Grade 10; Grade 11; *Learning Strategies;

SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Washington DC. Office of Ocean and Coastal Resource Management.
PUB DATE- Jan 91
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Community Involvement; *Conservation (Environment); Ecology; Environmental Education; Environmental Influences; *Estuaries; Government Role; *Land Use; Natural Resources; Resource Materials; Science Education; Water Pollution; *Water Quality
IDENTIFIERS- *Maine

The objective of this document is to provide information about estuaries, the impact of uses on the environmental health of an estuary, and what communities and concerned individuals can do to manage and protect their local estuarine resources successfully. Much of the information presented here pertains to other embayments along the Maine coast that may not be true estuaries. The first of the book's three chapters describes natural features of estuaries in Maine and the importance of these special environments. The second chapter details the sources and effect of water pollution and habitat alteration on estuarine resources. The final chapter examines how land use planning can be used to protect and improve coastal water quality and natural resources. Regulatory and nonregulatory tools that promote wise stewardship of estuarine resources are reviewed. A 14-item reference list is provided. Sources for more information are summarized in the appendix. (KR)

ED 340 600 SE 052 470

O'Brien, George E.; And Others
Building New Partnerships--Museums, Universities, and Schools: A "Rocks and Minerals" Thematic Loan Kit.
PUB DATE- 91
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Classification; Classroom Environment; Crystallography; Elementary Education; Experiential Learning; *Geology; Higher Education; *Inquiry; Intermediate Grades; Junior High Schools; Middle Schools; *Minerals; Process Education; *Science Activities; Science Education

Ten activities that feature a hands-on, student inquiry-based investigatory approach to rocks and minerals are presented. "Guided discovery" and/or inquiry instructional strategies are emphasized. They focus on a student-centered active classroom. Each activity includes the heading, science content, the scientific process skills, objective or purpose, the lesson outline (time, minerals, preparation, procedure), and worksheets to be handed out to students. Mineral identification, classification, and characteristics of minerals and rocks (streak and hardness) are the subjects of the activities. (KR)

ED 340 601 SE 052 474

Ministry's efforts to engender patriotism seems to have led to a Korean decision to respond in a like manner to Korean-Japanese issues with a strong wave of anti-Japanese sentiment, and to further bolster nationalism through other biased revisions, especially in regard to ancient Korean history. (PPB)

ED 340 618 SO 019 879

Mayton, Daniel M., II
Salience of the Nuclear Threat: Operationalization through Spontaneous Concern.
PUB DATE- 29 Aug 87
NOTE- 31p.; Paper presented at the Annual Meeting of the American Psychological Association (95th, New York, NY, August 29, 1987). For related document, see SO 019 880.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Measures; *Anxiety; *Attitude Measures; *Fear; Futures (of Society); Interviews; *Measurement Techniques; Measures (Individuals); *Nuclear Warfare; Peace; Public Opinion; Questionnaires
IDENTIFIERS- *Concerns Analysis

An indirect/nonreactive technique of assessing spontaneous concern should be used to examine the salience of the threat of nuclear war. Direct/reactive techniques may produce inconsistent results and inadvertently enhance a false consensus. The procedures for the administration, scoring, and interpretation of a spontaneous concern measure along with acceptable reliability and validity estimates are reported. The salience of the threat of nuclear war is associated with worrying about nuclear war more often, higher levels of other nuclear worries, anxiety, depression, anger, and a greater fear of the future in general. Nuclear threat salience does not appear to be associated with several indicators of general anxiety or mental health, but it is moderately associated with the placing of a higher priority on the value of a world at peace. The document includes a list of twenty-three references, two tables of statistics, and two tables of sample questions and scoring guidelines. (Author/PPB)

ED 340 619 SO 019 951

Zuckerman, Michael
The Contest for Public Culture in America Since the Sixties.
PUB DATE- 30 Dec 88
NOTE- 17p.; Paper presented at the Annual Meeting of the American Historical Association (103rd, Cincinnati, OH, December 27-30, 1988).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; *Citizenship Responsibility; Elementary Secondary Education; Futures (of Society); *History Instruction; Political Attitudes; *Public Opinion; *Social History; Social Studies; Textbook Content; *United States History; Vietnam War; Voting
IDENTIFIERS- 1960s; National Identity; National Image

The defeat of the United States in the Vietnam War affected the dearest notions held by Americans of the nature of the national existence. That defeat determined, in the words of John beyond the celebration to the culture and the environment that created it. A perspective are suggested, as are a number of learning activities. An 11-item list of references also is included. (DB)

ED 340 639 SO 021 640

Green, Alan
Gavel to Gavel: A Guide to the Televised Proceedings of Congress. 3rd Edition.
SPONS. AGENCY- Benton Foundation, Washington, DC.
PUB DATE- 91
NOTE- 67p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cable Television; *Citizenship Education; Civics; Elementary Secondary Education; Federal Government; Government (Administrative Body); Governmental Structure; Legislators; *News Media; *Programing (Broadcast); Social Studies; *Television; Television Viewing
IDENTIFIERS- *Congress; *C SPAN

C-SPAN is a non-profit public service television network created by the U.S. cable television industry to provide viewers live gavel-to-gavel access to the proceedings of the U.S. House of Representatives and the U.S. Senate, and to other forums where public policy is discussed, debated, and decided. This guide presents a brief history of how television cameras came to be placed in the congressional chambers and what purpose those cameras serve. It also provides detailed information on how the U.S. Congress conducts its business. The guide is well-suited to helping teachers to better utilize televised sessions of Congress on C-SPAN in their classes. The contents of the guide include discussions of the following topics: the merger of technology and democracy; the how and why of cameras in the chambers; the House and Senate in focus; a brief tour through the halls of Congress; a guide to order in Congress; how a bill becomes law; conference committees: "the third house of Congress"; and how Members of Congress vote. A list of resources available from the government concerning Congress is included, as is a reading guide of other sources. A glossary of key Congressional terms also is included. (DB)

ED 340 640 SO 021 679

Onosko, Joseph J.
Barriers to the Promotion of Higher Order Thinking in Social Studies.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 23 Jan 91
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Educational Research; Elementary Secondary Education; Excellence in Education; *Instructional Effectiveness; *Learning Strategies; Skill Development; *Social Studies; Teacher Effectiveness; Teaching

the very best schooling possible. Built around the recommendations from the AAUW report, this action guide provides community leaders with strategies for developing solutions to end gender bias in the classroom. Several propositions that address aspects of gender equity in schools are put forth, and with each a number of action strategies for achieving the proposition are suggested along with a listing of AAUW and additional resources. A complete list of AAUW and additional resources also is included. (DB)

ED 340 660 SO 030 230

Mouton, Johann, Ed.; Joubert, Dian, Ed.
Knowledge and Method in the Human Sciences. HSRC Series in Methodology.
PUB DATE- 90
NOTE- 550p.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; *Research Methodology; Scholarship; *Social Science Research; *Social Sciences; Social Scientists; Social Theories
IDENTIFIERS- *South Africa

Issues and themes in the contemporary social sciences are explored in a collection of papers by South African scholars. Thirty-five papers are organized by 10 themes. The first theme, metatheory in the social sciences, includes: "Beyond Relativism in the Natural and Social Sciences" (M. Hesse); and "A Critique of Bhaskar's Transformational Model of Social Activity" (R. Miller). The second theme, which covers recent trends in specific disciplines, includes: "Recent Trends in Psychological Methodology" (P. du Preez). The third theme, interpretation and rationality, includes: "Linguistic Models and Hermeneutics Methods: Rethinking Dilthey through Gadamer and Ricoeur" (T. Louw). The fourth theme, morality and ethics in the practice of social research, includes: "State Censorship, Research in the Human Sciences and Library Resources in South Africa" (C. Merrett). The fifth theme, cultural and media studies, includes: "Paradigms in Media Research" (P. Fourie). The sixth theme, discourses and power, includes: "Is Foucault's Project a Nihilistic One?" (C. Frigerio); and "Discourses on Childhood Sexual Abuse" (A. Levett). The seventh theme phenomenological and other qualitative views, includes: "Research and Reality: How Clinical Theory and Practice are Actually Developed--Case Study Method in Cognitive Behaviour Therapy" (D. Edwards); and "There's Method in Our Madness: A Deconstruction of the Paradigm Problem through Psychopathology" (S. O'Dowd). The eighth theme, issues of conceptualization in the study of government and law, includes: "Theoretical Approaches to the Study of State Bureaucracies: Some Preliminary Distinctions" (D. Atkinson); and "Rights-relativism in Afrikanerdom: Van Warmelo's Sociologism" (J. Hund). The ninth theme, understanding and explanation in anthropology, includes: "Understanding Other Societies through Anthropology" (P. A. Erasmus). The 10th theme, paradigmatic shifts in geography, planning theory and archaeology, includes: "Method in Archaeology: The Selfish Gene in the Prehistoric Mediterranean" (Z. van Straaten). (DB)

ED 340 661 SO 030 283

Nimer, Kamal
Cultural Diversity and Its Effect on Education.

social inequalities, disease prevention, health education and health promotion, primary health care, government attitudes, inequalities in health, training health educators, mental health, community health promotion, program implementation, ethics, and public health. (AMH)

ED 340 681 SP 033 480

Beyond the Health Room.
SPONS. AGENCY- Centers for Disease Control (DHHS), Atlanta, GA. Div. of Adolescent and School Health.
PUB DATE- 91
NOTE- 81p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Child Health; Educational Environment; Elementary Secondary Education; *Health Education; Health Needs; Health Programs; *Health Promotion; Program Design; School Health Services; *School Role; State School District Relationship
IDENTIFIERS- *Comprehensive School Health Programs

Because good health and good learning go hand-in-hand, school health issues today are being discussed in the context of school reform. State education agencies can be catalysts to help communities make the critical link between health and education and move beyond the confines of the health room to discuss the role of schools in meeting the health needs of young people. The chapters in this guide, written for chief state school officers and their health staffs, include: "Putting Health Programs in the School Context"; "Looking at the Health Needs of Children & Youth"; and "Understanding the Characteristics & Components of Comprehensive School Health Programs." Chapter 4, "Addressing HIV/AIDS Through School Strategies & Programs," gives an overview of specific programs, including information on how to contact program personnel. Seventy-eight references are listed. (IAH)

ED 340 682 SP 033 487

Montgomery, Janey L.; McKay, Joane W.
A Model for Learning To Learn.
PUB DATE- Nov 91
NOTE- 25p.; Paper presented at a Conference on Critical Thinking at the Institute for Critical Thinking (Upper Montclair, NJ, November 1, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavioral Objectives; Critical Thinking; *Educational Objectives; Elementary Secondary Education; Information Management; Information Utilization; *Integrated Curriculum; Learning Motivation; *Learning Processes; *Learning Strategies; Self Evaluation (Groups); Student Attitudes; Time Management
IDENTIFIERS- Competency Based Curriculum; Information Age; *Learning About Learning; Memory Training

It is the responsibility of the nation's schools to teach

(150),Reports - Research/Technical (143)

DESCRIPTORS- *Ability Identification; Comparative Analysis; Cooperating Teachers; Elementary Secondary Education; Higher Education; *Interrater Reliability; Longitudinal Studies; *Program Evaluation; *Student Teacher Evaluation; Student Teachers; Student Teacher Supervisors; *Teacher Education Programs

IDENTIFIERS- Iowa State University; *Student Teacher Characteristics; *Student Teacher Rating Form

This study, part of a 10-year longitudinal study assessing the teacher education program at Iowa State University, examined the performance of student teachers and their teaching potential as judged by multiple raters. University supervisors, cooperating teachers, and student teachers (N=260) rated items on a questionnaire addressing professional qualifications, classroom competencies and techniques, personal qualifications, and potential as future teachers. These data complement and were combined with information on the student teaching experience collected from teacher education students at graduation; as an original part of the longitudinal study, such questions have been asked at graduation, with respondents rating their satisfaction with aspects of student teaching and giving perceptions of their student teaching performance. An analysis of the results suggests that a meaningful relationship exists between student teacher self-ratings of performance and multiple ratings of student teacher characteristics and performance. The three groups agree that quality of preparation in pedagogy, confidence in abilities, and academic indicators are key elements in judging potential of future teachers. A table is appended listing the item means and comparing the three ratings. (LL)

ED 340 702 SP 033 519

Sweeney, Janet C.; And Others

Teacher Education Graduates at One Year Following Graduation--An Examination of Differences between Those Who Entered Teaching and Those Who Did Not.

PUB DATE- Oct 90

NOTE- 20p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 17-20, 1990).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Achievement; *Beginning Teachers; *Career Choice; *College Graduates; Comparative Analysis; Elementary Secondary Education; Followup Studies; Graduate Surveys; Higher Education; *Job Satisfaction; Models; Preservice Teacher Education; *Teacher Attitudes; Teacher Characteristics; Teacher Education Programs; Teacher Employment; Teaching (Occupation); *Vocational Followup

IDENTIFIERS- *Career Paths; Iowa State University

This study was conducted to examine the differences between teacher education graduates who entered teaching the year following graduation and those who did not. A career path model was developed and tested in order to examine the influence of various factors on the career paths of teacher education graduates at various stages. The model provided a framework for studying differences between the two groups on factors in four major areas: (1) personal and background characteristics; (2) preparation program factors; (3) employment factors; and (4) determined through portfolio assessment differs from progress ascertained using a variety of traditional assessment methods (such as paper and pencil tests, interviews, and cumulative grade point average). Data on 30 college students in teacher education enrolled in three schools of the Alabama Consortium for Minority Teacher Education were collected during the freshman year and at the end of the sophomore year via standardized tests, questionnaires, and portfolios. Portfolios included students' exhibits of milestones reached, activities that they considered enriching to personal, social, and academic development. Data were analyzed using the Pearson correlation, multiple regression, and discriminant analysis techniques. Results show that performance measured using the portfolio technique is related to performance determined using traditional measures such as ACT (American College Test), college grade point average, and essays. However, the nature of that relationship suggests using portfolios as a supplement, rather than as a substitute, to traditional measures. Two tables present study data, and a 28-item list of references is included. (SLD)

ED 340 720   TM 017 690

Glowacki, Margaret L.
An Analysis of Test Equating Models for the Alabama High School Graduation Examination.
PUB DATE- Nov 91
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (20th, Lexington, KY, November 12-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Testing; Cutting Scores; *Equated Scores; *Graduation Requirements; High Schools; High School Students; *Item Response Theory; Language Tests; Mathematical Models; Mathematics Tests; Reading Tests
IDENTIFIERS- *Alabama High School Graduation Examination; Angoff Methods; Equipercentile Equating; Linear Equating Method; Score Distribution; Smoothing Methods; Test Equivalence

The purpose of this study was to determine which equating models are appropriate for the Alabama High School Graduation Examination (AHSGE) by equating two previously administered fall forms for each subject area of the AHSGE and determining whether differences exist in the test score distributions or passing scores resulting from the equating models. The two forms equated were Form 10 and Form 30, two of the original preequated forms of the AHSGE administered at fall administrations one year apart. The equating models examined were: (1) linear; (2) equipercentile; and (3) one-parameter, two-parameter, and three-parameter item response theory (IRT) models. The equating design used two random samples of 10,000 students each from non-equivalent populations and a set of common items. Any of the five models appear to be appropriate for equating forms of the AHSGE reading, mathematics, and language subject area tests developed in the same manner as the two forms that were equated, and using the same preequating methodology. It would seem most appropriate to use: (1) conventional methods for equating since the test forms were developed using conventional methods; and (2) IRT models only if they offered something that non-IRT models did not. The importance of smoothing is discussed. Three graphs and one table present study data, and a 43-item list of references is and administrators and to encourage students entering college to become teachers. Among the witnesses testifying were the following: C. Leonard Anderson, National Education Association; Gary Fenstermacher, Dean, College of Education, University of Arizona and President, American Association of Colleges for Teacher Education; Gary Hawks for the Michigan Department of Education; Cecil Miskel for the University of Michigan; Senator John D. Perry, New York State Senate; Antoine Garibaldi, Xavier University, New Orleans; Jack R. Anderson, Superintendent of Schools, Spring Valley, New York; Raphael Nystrand, University of Louisville, Kentucky; and James Garbarino, President, Erikson Institute for Early Childhood Education, Chicago; and Ted Sanders, Under Secretary, United States Department of Education. Also included are the prepared statements of the Association of Teacher Educators, the Council of Chief State School Officers, the Council of the Great City Schools, Representative William F. Goodling from the U.S. Congress, Jack Hidary of Columbia University, the National Board of Professional Teaching Standards, Representative Donald M. Payne from the U.S. Congress, and Albert Shanker of the American Federation of Teachers. (JB)

ED 340 278   HE 025 128

Hearing on the Reauthorization of the Higher Education Act of 1965: Titles III and VIII. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, One Hundred Second Congress, First Session.
PUB DATE- 10 Jul 91
NOTE- 146p.; Serial No. 102-50. Attachments contain reduced size type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Black Colleges; *Community Colleges; Cooperative Education; Economically Disadvantaged; Educational Finance; *Educational Legislation; Federal Aid; *Federal Legislation; Hearings; *Higher Education; Institutional Cooperation; *Minority Groups; Private Colleges; Teacher Recruitment; Two Year Colleges; *Vocational Schools
IDENTIFIERS- Congress 102nd; Higher Education Act Title III; *Higher Education Act Title VIII; Reauthorization Legislation

The United States House of Representatives' Subcommittee on Postsecondary Education met in one of a series of hearings on the reauthorization of the Higher Education Act of 1965. This session heard testimony on: (1) Title III of the Act, addressing a program that provides aid to institutions of higher education which serve large numbers of disadvantaged students and that are in a weak financial condition; and (2) Title VIII, which provides aid to higher education institutions for establishing cooperative education programs. The discussion focused on strengthening institutions, historically black colleges and universities, a program of Endowment Challenge Grants, encouraging the training of minority teachers and professors, the varying mission and needs of community colleges versus four-year institutions, changes in the way the grants under the titles are administered, in particular a "wait out" period currently required before funds can be obtained, and issues surrounding the training of the work force of the future. Witnesses appeared representing professional education associations, community colleges and technical schools around the nation, historically black institutions of higher education and the Department of Education. The text contains testimony, International Development Research Centre); (4) "Post-secondary Education in the Small States of the Commonwealth" (Steve Packer); and (5) "Staff Development: International Development Program of Australian Universities and Colleges (IDP) and the South Pacific" (Ken Back). Collectively the papers address the issues associated with improving the management of systems and institutions of higher education in developing countries, particularly in Commonwealth Africa; highlight some critical issues for library and book development; discuss the key issues and problems in supporting and operating information systems in developing countries; and examine post-secondary education in the small states of the Commonwealth, the critical issues involved, and the directions and potential for cooperation in the next decade. The Annex includes a list of the Commonwealth Independent countries with populations under 2 million. Contains 13 references. (GLR)

ED 340 297 HE 025 148

Commonwealth Student Mobility: Commitment and Resources. Commonwealth Standing Committee on Student Mobility. Fifth Report--August 1986.
PUB DATE- Aug 86
NOTE- 60p.; For related documents, see HE 025 142-150.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developing Nations; Educational Administration; *Educational Cooperation; Educational Development; Educational Planning; *Financial Support; Foreign Countries; Higher Education; Intercollegiate Cooperation; *International Educational Exchange; Needs Assessment; Postsecondary Education; *Student Mobility; *Study Abroad
IDENTIFIERS- British Commonwealth

This report presents observations and suggestions from members of the Commonwealth Standing Committee on Student Mobility concerning the potential for collaborative initiatives in providing educational services. An assessment is provided of the last 5 years of work by the Standing Committee in improving student mobility and student access and strengthening higher education cooperation. Next, the need for collaboration in distance education and open learning is discussed and reviewed. Three recommendations for action are proposed: (1) the creation of a Commonwealth Fund for Higher Education Cooperation; (2) the need for Commonwealth cooperation in areas such as staff training, the acquisition and delivery of teaching materials, promoting and commissioning teaching materials, and local support services to students; and (3) the need for further specialist advice on the structure and working arrangements of future Commonwealth efforts in distance education and open learning. Included in the report is the opening address of the Commonwealth Secretary General. Appendices include commentary on the current status of Commonwealth student mobility, a summary of recommendations, and recent developments in selected countries. (GLR)

ED 340 298 HE 025 149

Tillman, George
Commonwealth Student Flows in an International Perspective: Update and Model for Future Monitoring.
PUB DATE- Sep 88
NOTE- 47p.; For related documents, see HE 025 142-150.

light type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Education; College Bound Students; College Students; *Educational Finance; Farmers; Financial Needs; Financial Problems; Hearings; Higher Education; Labor Force; Middle Class; Need Analysis (Student Financial Aid); *Parent Financial Contribution; *Paying for College; Records (Forms); *Rural Family; Student Financial Aid; Student Loan Programs
IDENTIFIERS- Congress 102nd; *Higher Education Act 1965; *Montana; Reauthorization Legislation

As part of a series of field hearings across the nation on the reauthorization of the Higher Education Act of 1965, the Subcommittee on Postsecondary Education met in Great Falls, Montana, to hear testimony specifically on access to education for children of middle class farm families in Montana. In the course of the hearing witnesses touched on the proposed Middle Income Student Assistance Act, whether farms should be considered liquid assets, simplifying the aid application process, non-traditional students, and educating the future work force. Among the witnesses were James R. Craig, Montana State University; Stacey Hargesheimer, University of Montana student; Heather L. Martin, parent; Kay Norenberg of Montana Women Involved in Farm Economy; Elsie Redlin of the Montana Farmers Union; Mr. Sheilds, president College of Great Falls; and Audrey Thompson, Director of Admissions, College of Great Falls. The prepared statements of the witnesses are included. (JB)

ED 340 317 HE 025 170

Health Professions Training and Nurse Education Improvement and Reauthorization Act of 1991. Report To Accompany S. 1933. 102d Congress, 1st Session.
PUB DATE- 21 Nov 91
NOTE- 161p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Allied Health Occupations Education; *Educational Finance; *Federal Legislation; Federal Programs; Health Occupations; Higher Education; Labor Supply; Medical Education; Medical Laboratory Assistants; *Nursing Education; Public Health; Student Financial Aid
IDENTIFIERS- *Public Health Service Act

This document, submitted by Senator Kennedy, is the official Senate report on the authorization of the Health Professions Training and Nurse Education Improvement Act of 1991 (the reauthorization of the original Public Health Service Act)--legislation that provides for programs that support the training and education of professional health personnel. A first section summarizes the purpose of the bill and important amendments. The second section gives a history of the legislation; this is followed by a third section detailing the need for this legislation, specifically, anticipated need for health personnel in rural and urban areas and in particular fields. The fourth section offers a detailed analysis of the proposed legislation. The views of the committee that submitted the legislation are presented in section five. The sixth section reports the tabulation of votes cast in the committee for the bill, noting that the committee approved the bill 17 to to which it has been achieved. Finally, a brief discussion is presented concerning the fact that non-African Americans are now attending the HBCs in increasing numbers and what this says about accommodating diversity in higher education within the United States. (GLR)

ED 340 335 IR 015 230

Hezel, Richard T.; Dirr, Peter J.
Understanding Distance Education: Identifying Barriers to College Attendance.
PUB DATE- Jun 90
NOTE- 12p.; Commissioned by the Annenberg/CPB (Corporation for Public Broadcasting) Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Attendance; Computer Networks; *Distance Education; Educational Television; Electronic Mail; Higher Education; Interviews; Microcomputers; *Student Attitudes; Surveys; Teacher Student Relationship; Teleconferencing; *Telecourses; *Time Management
IDENTIFIERS- *Student Surveys

In order to determine what constraints lead students to enroll in television-based courses, personal interviews were conducted in the fall of 1989 with students enrolled in at least one telecourse at four institutions, i.e., Governors State University in Illinois, Northern Virginia Community College, Memphis State University in Tennessee, and the University of South Dakoa. Twenty-five students were interviewed at each institution, for a total sample of 100 students. They were asked to rate the importance of and comment on potential barriers to enrolling in on-campus courses, including time, distance, transportation, responsibilities at work, family concerns, and daycare. Analyses of their responses indicate that time rather than distance seems to be the major constraint facing these students. They find that their greatest challenge is managing their limited time in view of competing demands from jobs, families, and other responsibilities. Most of them indicated that interaction with faculty is an important feature of distance education; however, interaction with other students is less important. Computer-based communication through use of electronic mail and computer networks seems to be a feasible approach to providing increased communication between faculty and distance education students, and telecourse students, for the most part, are favorably disposed toward telecourses that would require them to use microcomputers in their homes. They are less inclined to take courses that require the use of computers in the work place, and would resist courses that require them to come to campus or learning centers to use computers, especially if those computers were high-powered workstations. (DB)

ED 340 336 IR 015 292

Haag, Sally B. P.
Teaching at a Distance: Techniques for Tutors.
PUB DATE- 90
NOTE- 118p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cross Cultural Studies; Curriculum Development; Elementary Secondary Education; Ethnic Groups; Foreign Countries; Higher Education; Learning Modules; Learning Resources Centers; *Library Collections; *Library Education; *Library Role; Library Services; *Multicultural Education; Postsecondary Education; School Libraries; Surveys; Teacher Education; User Needs (Information)
IDENTIFIERS- Australia; *Teacher Librarians

This project was designed to establish a national center for cross cultural studies in library science and library-related teacher education, to develop a collection of teaching resources for community languages and cultures, and to promote multicultural perspectives within school/teacher librarianship courses in Australia. The first of six chapters discusses multiculturalism in Australia and the impact of multicultural emphases on the educational system (22 references). The second chapter describes multicultural education in relation to school libraries and the role of the school teacher/librarian in developing appropriate curricula (25 references). Chapter 3 briefly notes the results of a survey of teacher/librarians in Australia, Canada, the United Kingdom, and the United States that was conducted to obtain information on their current policies on multicultural education and multicultural concepts. Chapter 4 presents the results of a survey of distance education students in multicultural education courses at Monash University College Gippsland. The fifth chapter provides seven cross-cultural training modules, each of which consists of a set of objectives, classroom activities, and references. The seven modules address: (1) language, literature, and literacy; (2) foundations of school librarianship; (3) organization of information; (4) curriculum planning and resources; (5) information needs and uses; (6) administration and organization of resource centers; and (7) computer supported information services. The final chapter describes a model collection that could be used by teacher/librarians in the promotion of cross-cultural understanding. A copy of the student survey questionnaire, list of participating institutions, and the teacher/librarian survey questionnaire are attached. (DB)

ED 340 353 IR 015 343

Gibson, Chere Campbell, Comp.
Echoes from the Future: Challenges for New Learning Systems. Proceedings of the Annual Conference on Distance Teaching and Learning (6th, Madison, Wisconsin, August 8-10, 1990).
PUB DATE- Aug 90
NOTE- 219p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adult Education; *Communications Satellites; Computer Networks; Continuing Education; Delivery Systems; *Distance Education; Educational Change; Educational Planning; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Instructional Design; *Interaction; Interactive Video; Problem Solving; School Business Relationship; Teleconferencing

Presentations at this conference focused on future developments in distance education and innovative uses of learning technologies. Ten papers from the general sessions, including keynote addresses and a panel, are presented in the first of librarians has indicated a need for such a compilation and exchange of information. They also indicated a willingness to cooperate as fully as possible. Thirteen (87%) of the 15 libraries responding to the survey indicated that they utilize library automation (have implemented at least one project). Their responses are documented and tabulated in this paper. A copy of the survey questionnaire is appended. (14 references) (Author/DB)

ED 340 371 IR 053 863

Springer, John A.
The Effect on Faculty Research of Theft and Mutilation of Library Materials in an Academic Library: A Study in Perception.
PUB DATE- Jul 91
NOTE- 37p.; Master's Thesis, Kent State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; *College Libraries; Higher Education; Hypothesis Testing; *Library Materials; Library Services; Questionnaires; Research Problems; *Stealing; *Teacher Attitudes; User Satisfaction (Information); *Vandalism
IDENTIFIERS- Kent State University OH

A questionnaire study assessed 143 faculty members at Kent State University to determine if the problem of theft and mutilation of library materials causes faculty members to view the library as well as the miscreants responsible for this behavior in a negative light. It is hypothesized that a majority of faculty members responding to the survey will not perceive that their research has been significantly affected by the theft and mutilation of library materials. Additionally, it is hypothesized that they will perceive that the library is doing enough to deter and prevent the theft and mutilation of library materials. Both hypotheses are supported by the results, although a substantial number of subjects (19.6%) reported that theft and mutilation of library materials has had a substantial effect on their research. A high number of faculty (20.6%) also reported that, because of theft and mutilation of library materials, the library is so inconvenient that they sometimes avoid going there. Further research is recommended to explore the political ramifications of these feelings on the part of faculty members. A copy of the survey questionnaire is appended. (13 references) (DB)

ED 340 372 IR 053 864

Hennepin County Library Automation Project: A Plan for the Next Steps in the Automation of the Public Catalog, Cataloging, Circulation Control, and Acquisitions. December 1987-June 1989.
PUB DATE- 89
NOTE- 76p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Cataloging; *Integrated Library Systems; Library Acquisition; *Library Automation; Library Catalogs; Library Circulation; *Public Libraries; Task Analysis
IDENTIFIERS- *Hennepin County Library MN

initiatives and programs by national, state, and regional groups are provided. The second section lists a number of resources for incorporating preservation-conscious procedures and skills into public and school libraries. The resources relate to the following preservation themes: planning/general approaches, environmental conditions, maintenance, repair, binding, local history, media, disasters and emergencies. In addition, some general examples of how to begin preservation activities are provided. In the third section titles of resources are given to promote preservation advocacy to library supporters and funders, vendors, and users. Concluding the monograph are annotated lists of comprehensive references and bibliographies about beginning preservation activities. A discussion of the national preservation agenda is appended. (MAB)

ED 340 392 IR 053 941

The Millbrook Report: The Changing Role of the School Library.
PUB DATE- Oct 90
NOTE- 135p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Budgets; *Change; Elementary Secondary Education; Enrollment; Futures (of Society); Interviews; Learning Resources Centers; Librarian Attitudes; Library Personnel; *Library Role; Library Services; *Media Specialists; Public Schools; Questionnaires; *School Libraries; School Surveys

In order to shed further light on the state of the public school library today, a study was conducted to identify major trends in school libraries and to gain perspective on the critical issues facing school library media specialists in the coming decade. A secondary objective of the study was to uncover the attitudes and awareness level of elementary school administrators regarding the school library media center and staff. Data were collected via interviews with 117 school librarians from elementary, middle, and high schools across the country, as well as interviews with 20 elementary school principals and 10 elementary school superintendents from schools represented in the librarian survey. A small group of library leaders were also surveyed about some of the study findings for the purpose of interpretation. This report provides a summary of the findings followed by detailed findings presented in both narrative and tabular formats. Areas covered are student enrollment; budgets; library staffing; utilization of the librarian; curriculum planning; administrators' attitudes toward school library media specialists and centers; the school library media center; and major problems facing librarians in the 1990s. Copies of the questionnaires are appended. (MAB)

ED 340 393 IR 053 969

Ceperley, Patricia E.
Information Needs 2000: Results of a Survey of Library Media Specialists.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 91
NOTE- 81p.
LANGUAGE- English

ED 340 409 JC 900 053

Fullen, James, Ed.
OATYC Journal, Vol. XIV, Nos 1-2, Fall 1988-Spring 1989.
PUB DATE- 89
NOTE- 91p.; This journal is being entered into ERIC, one year's worth at a time, with "Table of Contents" type abstracts, in order to provide indexing access to the individual articles via the text of the abstract.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Failure; College Administration; *College Athletics; *College Faculty; *College Instruction; Community Colleges; Individualized Education Programs; *International Studies; Program Descriptions; Psychological Patterns; Self Determination; Student Financial Aid; *Teaching Methods; Technical Writing; Two Year Colleges; Writing Across the Curriculum
IDENTIFIERS- *Ohio

"OATYC Journal," which is published by the Ohio Association of Two-Year Colleges, is designed as a forum for the exchange of concepts, methods, and findings relevant to the two-year college classroom. Along with commentaries and letters of reaction from the readership, the two issues of volume XIV contain: (1) "Focus: Edison State Community College, Supplying Education to a Dynamic Area," by Mary Harris; (2) "Spelling, an Easy First Step in Writing Across the Curriculum," by John Jewell; (3) "The Individualized Educational Plan: A Prerequisite for the Individualized Educational Financing Plan," by Charles Rubin; (4) "Clark: Becoming a Community College," by Marsha S. Bordner and John P. Kristofco; (5) "Managerial Ethics," by Robert Albanese; (6) "Clark State's Big Math-A-Tac," by John Bailey and Kylene Norman; (7) "Rewarding Athletic Excellence Is Both Fair and Wise," by Robert C. Campbell; (8) "Strong Athletic Programs: An Important Part of Two-Year College's Mission," by Gordon Brooks; (9) "Focus: Terra Technical College, a 'Go-Getting' Institution," by Christine L. Michael; (10) "Reducing the Fear of Technical Writing," by Rita Bova; (11) "Focusing on Curriculum, Retention and Attrition, and Marketing in the Community College," by Darius Rastomji and Elizabeth A. Laviviere; (12) "Unsatisfactory Academic Progress: A Key Factor in Guaranteed Student Loan Defaults," by Charles Rubin, Jr.; (13) "Determinants of Self-Handicapping: Task Importance and the Effects of Preexisting Handicaps on Self-Generated Handicaps," by James A. Sheppard and Robert M. Arkin; (14) "A Progress Report on a Technical Communication Curriculum," by Marc Green; (15) three essays on whether two-year colleges have a responsibility to teach international education, by Ruth H. Zollinger, Emin Turker, and Gail Miller; and (15) an essay in support of instruction in reasoning skills by Thomas M. Preisser. (AYC)

ED 340 410 JC 910 500

Fullen, Jim, Ed.
OATYC Journal, Vol. XV, Nos. 1-2, Fall 1989-Spring 1990.
PUB DATE- 90
NOTE- 81p.; This journal is being entered into ERIC, one year's worth at a time, with "Table of Contents" type abstracts, in order to provide indexing access to the individual articles via the text of the abstract.
LANGUAGE- English

Educational Objectives; Two Year Colleges; Universities
IDENTIFIERS- *Miami Dade Community College FL

In an effort to augment the information needed for decisions regarding policy, funding, programs, and services, Miami-Dade Community College (M-DCC) conducts periodic studies of its foreign student population. This report profiles international students at M-DCC for closing fall term 1990-91, and provides national data comparisons among institutions of higher learning for opening fall term 1989-90. In addition, colleges and universities in Florida are also compared with each other. Study highlights include the following: (1) California continues to lead the nation in absolute numbers and percent of international students in two-year institutions (n=13,129 or 25%), followed by Florida with 8,529 international two-year college students; (2) for the past 6 years, M-DCC has led the nation in the number of international students; (3) both at M-DCC and nationwide, business management is the most popular program among international students; (4) 87% of M-DCC's international students come from Latin America; (5) for opening 1989-90 fall term, 386,850 non-citizens were enrolled in postsecondary institutions in the United States; (6) from 1965 to 1989, there was an overall increase of 1,117% in international students at M-DCC; (7) at closing fall term 1990, resident alien enrollments at M-DCC were at an all-time high of 13,805 or 71% of the international students at the school; (8) 137 countries were represented by M-DCC's international students; and (9) the greatest numbers of refugee/asylee students were from Nicaragua and Cuba. Detailed data tables are included. (PAA)

ED 340 427 JC 920 033

Vorp, Ron
Economic Impact of Miami-Dade Community College on Dade County.
PUB DATE- Oct 91
NOTE- 31p.; For an earlier study, see ED 305 122.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- College Role; Community Colleges; *Economic Development; *Economic Factors; *Economic Impact; Educational Economics; Expenditures; *School Community Relationship; *Two Year Colleges
IDENTIFIERS- *Miami Dade Community College FL

In an effort to determine the economic impact of Miami-Dade Community College (M-DCC) on Dade County, a study was conducted of the economic benefits of educational opportunities for human development of Dade County residents; the increase in business due to direct expenditures by the college, employees, and students; and "second round" expenditures consisting of expenditures for goods and services by businesses patronized by M-DCC, its staff, and students. Results of the study included the following: (1) for the 1989-90 fiscal year, M-DCC employed 2,783 full-time salaried professional and administrative staff, the full-time equivalent of 493 part-time instructional staff, and the full-time equivalent of 2,061 part-time hourly staff for a total of 5,337 full-time jobs for local residents; (2) expenditures made by M-DCC within Dade County create approximately 14,815 jobs indirectly, for a total of over 20,000 jobs created by the presence of M-DCC; (3) the education provided to Dade County residents by M-DCC results in an annual increase in income for Dade County residents of over $36.5 million dollars; (4) assuming that 50% of M-DCC expenditures

College Level?
PUB DATE- 90
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Persistence; *Community Colleges; Comparative Analysis; Grade Point Average; Longitudinal Studies; *Open Enrollment; *Statistical Analysis; *Student Characteristics; *Student Evaluation; Tables (Data); Two Year Colleges

In 1970, the City University of New York (CUNY) instituted a controversial open-admissions policy, which permitted the enrollment of large numbers of students in need of basic skills instruction. In 1990, a study was conducted to compare the 1989 freshman cohort at New York City Technical College with the first open-admissions cohort entering the college, and with a cohort of regular students who were admitted before the open-admissions policy was instituted. The study utilized multiple sources of data, including data from the historical literature on the educational backgrounds and academic outcomes of the open-admissions cohort and the pre-open-admissions group, the college records of the 1989 group, and approximately 300 questionnaire responses from the 1989 cohort. Data were gathered on student demographics, educational background, scores on CUNY's standardized assessment examinations in reading, math, and writing, and measures of college performance. Study findings included the following: (1) the open-admissions cohort finished its first year of college with a 1.91 grade point average (GPA) and 16 earned credits, the 1989 sample had a mean GPA of 1.88 with 12 earned credits, while the cohort entering before open admissions ("regular students") finished with a 2.49 GPA and 25 earned credits; (2) the average number of academic courses taken in high school was 9.6 for the 1989 sample and 9.4 for the open-admissions cohort; (3) non-returners comprised 25% of the open-admissions cohort, 24% of the 1989 cohort, and 22% of the regular students; and (4) 80% of the 1989 sample, 43% of the open-admissions cohort, and 40% of the regular cohort were either working or anticipating the need to work during the school year. Based on study findings, it was concluded that educational background and predictors of academic success have remained consistent since the institution of the open-admissions policy. (JMC)

ED 340 445 JC 920 058

An Overview of the Community College System. Prepared for the Commission To Study the Future of the Community Colleges in Kentucky.
PUB DATE- 89
NOTE- 438p.; For the seven individual sections of this report, see JC 920 059 through JC 920 065.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Administration; College Planning; *College Role; College School Cooperation; *Community Colleges; Cooperative Programs; Economic Development; *Educational Facilities; Educational History; Educational Legislation; Enrollment; Faculty Development; Governance; Governing Boards; *Institutional Characteristics; Institutional Mission; Program Descriptions; Program Evaluation; *School Business Relationship; School Community Relationship; Self Evaluation

marketing and advertising plan, mounting signs in front of the center, and offering 10 new programs. In general, the goals of the practicum were met. Of 10 new programs instituted, 7 successful programs resulted in a 7.5 percent increase in enrollment. A tuition increase of 10 percent was implemented. The summer camp remained at the same income level as the previous year. New advertising activities included designing a logo and brochures. A list of 39 references is provided. Appendices include: documentation of the center's financial status and enrollment figures; copies of advertising brochures; and letters to parents discussing center programs and activities. (BC)

ED 340 463 PS 020 046

Prohaska, Ledette Kelton
Effects of Two-Year Kindergarten Programs at the End of Third Grade.
PUB DATE- May 91
NOTE- 39p.; Master's Thesis, Dominican College.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Academic Achievement; *Cognitive Development; Grade 3; *Grade Repetition; *Kindergarten; Kindergarten Children; Longitudinal Studies; Outcomes of Education; Primary Education; *Reading Achievement; *Standardized Tests; *Transitional Programs
IDENTIFIERS- California (San Francisco); Developmentally Appropriate Programs; Gesell (Arnold); Matching (Teaching to Learners); Piaget (Jean)

The purpose of this study was to compare the reading achievement of third graders who had attended kindergarten for one year with that of third graders who had been given two years of kindergarten. A review of the literature revealed that the majority of studies in this area showed that the practice of retaining students did not serve the intended purpose of increasing the students' academic growth. In the current study, subjects were 142 third graders, 25 of whom had been retained in kindergarten and 117 of whom had been promoted after one year in kindergarten. A standardized reading test was administered. The results of the data analysis indicated no significant difference between the test scores of the retained and promoted students. No positive effects of retaining children in kindergarten on children's later academic achievement were found. It is suggested that developmental maturation, while important, is but one of many factors in a child's ability to learn and profit from school. Implications for educational improvement are provided. A list of 34 references is appended. (GLR)

ED 340 464 PS 020 063

Hardacre, Jennifer F.
Increasing Teachers' Competence in Observing, Assessing and Reporting Children's Play in Education Settings.
PUB DATE- 91
NOTE- 113p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Development; Dramatic Play; Early Childhood

Democratic People's Republic of Korea, that focused on efforts to promote the dissemination of learning materials in preprimary, primary, and secondary curricula, and to develop national, regional, and interregional cooperation. The learning materials are intended to help children acquire scientific concepts and technical skills. This publication describes 40 materials, intended for kindergarten use, that were selected for exhibition at the workshop. The materials teach such skills as counting; collecting objects; tracing objects; distinguishing and naming colors; singing; matching numbers and words; making patterns; assembling objects and pictures; recognizing letters; matching numbers and geometric forms; and remembering. Each of the materials is illustrated with a color photograph, and the purpose, structure, and method of use are described. The materials exhibited at the workshop were produced in the Democratic People's Republic of Korea, the People's Republic of China, and Brazil. (BC)

ED 340 483 PS 020 193

Turn It Down: Effects of Noise on Hearing Loss in Children and Youth. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred Second Congress, First Session.
PUB DATE- 22 Jul 91
NOTE- 120p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; *Child Advocacy; *Child Health; Concerts; Elementary Secondary Education; *Hearing Impairments; Hearings; *Music Activities; *Noise (Sound); *Psychoacoustics; Public Health; Public Policy; Rock Music; Statistical Data; Youth
IDENTIFIERS- Congress 102nd; National Issues

A Congressional hearing on noise-induced hearing loss, an often overlooked health issue, was held to determine the extent of the problem in children and youth. Congresswoman Patricia Schroeder, who presided, cited the effects of repeated exposure to loud sounds over a period of time, including the role that personal stereos and some common household items can play in hearing loss. The electronics industry was invited to participate in the hearing but was not represented. A fact sheet prepared for the record gives statistics on the number of Americans who are hearing-impaired and summarizes research on the exposure of children and youth, the special hazards of personal stereo use, prevention measures, and the effects of exercise, alcohol, and smoking on hearing. Included are prepared statements and testimony from congressmen from Illinois and Missouri, and from witnesses representing such groups as the record industry, the Central Institute for the Deaf, the University of Michigan Medical Center, the National Institutes of Health, Self-Help for Hard of Hearing People, Hearing Education and Awareness for Rockers, the Car Audio Specialists Association, and the American Speech-Language-Hearing Association. Statements on exposure to firecrackers and the times when a child's hearing should be tested are also included. (LB)

ED 340 484 PS 020 196

Bergan, John R.; Feld, Jason K.
The National Child Care Research Program: First Year Executive Summary & Findings of the Initial Phase.

of fewer prosocial strategies, and use of more authority-oriented techniques. Appended are six references and related materials. (Author/GLR)

ED 340 502 PS 020 226

Klonsky, Bruce G.; And Others
Grade and Sex Differences in Children's Leadership Expression.
PUB DATE- 19 Apr 91
NOTE- 27p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Elementary School Students; Elementary Secondary Education; Family Life; Leadership Training; Peer Relationship; Secondary School Students; *Sex Differences; Social Behavior; *Student Leadership; Student Role
IDENTIFIERS- New York (West)

Children's leadership expression in different types of group activities from early elementary school through high school was examined. Parents and teachers of 354 Western New York kindergarten through twelfth-grade public school students completed questionnaires assessing the children's leadership expression. Results indicated that leadership in social activities outside the family was greater for junior high and high school students than for younger students, while leadership in family activities was less. Female students were more involved in social activities, and better at leading social activities, than were males. Implications of the results for leadership training programs are discussed. A list of 14 references is provided. (BC)

ED 340 503 PS 020 231

Donnay, France
Controlling Fertility.
PUB DATE- 91
NOTE- 87p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescents; *Birth Rate; *Contraception; Cultural Context; Demography; Developing Nations; *Family Planning; Females; Foreign Countries; Global Approach; Males; Overpopulation; *Population Trends; Pregnancy; Program Development; *Program Evaluation; *Social Services; Young Adults
IDENTIFIERS- *Fertility; Sterilization

Recent developments in fertility control are presented in relation to the global demographic situation. Discussion focuses on changes in scientific knowledge and concepts that have shifted the focus from birth control to planned parenthood to the notion of controlled fertility. The place of family planning programs, including their socioeconomic implications, is examined. Contraceptive methods are described in terms of their advantages, shortcomings, and medical and cultural considerations. Examples of programs for young people are drawn from Jamaica and Ethiopia. The organization of family planning programs is discussed, with emphasis on the fact that family planning is a team project requiring coordinated training of the health agents involved. Some family planning programs in Tunisia, Ruanda, Togo, Burkina Faso, and Bangladesh are used to

Quinault, Nisqually, Squaxin, and Tulalip tribes. Twenty-three additional resources are listed. This booklet contains maps, data tables, and graphics. (SV)

ED 340 523 RC 018 206

O'Sullivan, Rita G.
Model Dropout Prevention Program at Reidsville Middle School: A Case Study Evaluation.
PUB DATE- Mar 90
NOTE- 12p.; Paper presented at the Rural Education Symposium of the American Council on Rural Special Education and the National Rural Small Schools Consortium (Tucson, AZ, March 18-22, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *College School Cooperation; *Dropout Prevention; *Grade 6; Higher Education; *High Risk Students; Intermediate Grades; Middle Schools; *Potential Dropouts; Program Development; Program Effectiveness; Rural Schools; Teacher Attitudes; Teacher Effectiveness; Teaching Methods

This case study describes a 2-year (1988-90) demonstration dropout prevention program, a collaboration between a rural school and a university. The dropout prevention program attempts to identify effective teaching strategies that will increase the academic successes of at-risk sixth-grade students and expand the use of those strategies among the regular teaching staff at the middle school. The teachers often experienced frustration in dealing with at-risk students. Teachers blamed students and parents for the lack of achievement but rarely saw themselves as controlling or influencing students' academic success. During the first project year, a resource teacher saw two groups of at-risk students daily for a two-period math and science block. Students were randomly assigned to the program or to the control group. At the end of the year, project staff agreed that the 23 students involved in the program had benefited. For the following year, the program was expanded to involve all teachers and students in the school. During the second year, a home-school coordinator worked closely with 6 teachers and 20 at-risk students but was available to all students and teachers. The modifications shifted responsibility back toward the teachers and charged them with the task of changing practices to help at-risk students. Although some teachers looked to outside factors for the solution to classroom problems involving at-risk students, other teachers have taken responsibility in remedying the problem by modifying their practices in working with at-risk students. (LP)

ED 340 524 RC 018 220

Daniels, Roberta R.; Lamb, Julie K.
Changing Gifted Girls' Attitudes toward Mathematics.
PUB DATE- Mar 90
NOTE- 13p.; Paper presented at the Rural Education Symposium of the American Council on Rural Special Education and the National Rural Small Schools Consortium (Tucson, AZ, March 18-22, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bibliographic Databases; Educational Resources; Elementary Secondary Education; Information Centers; *Information Retrieval; Information Sources; *Parent Materials; Reference Materials; Research Methodology; Research Skills; Research Tools
IDENTIFIERS- *ERIC

This guide explains what the Educational Resources Information Center (ERIC) database is and how it can be used by parents to learn more about schooling and parenting. The guide also presents sample records of 55 documents in the ERIC database. The cited resources are particularly relevant to parents' concerns about meeting children's basic needs, communicating with school staff, helping students learn, and serving as an advisor or advocate. In addition, the guide provides a separate category of ERIC resources for Spanish-speaking parents. For parents with the necessary energy and academic skills, searching the ERIC database will provide information on selected topics. One chapter describes in detail a manual ERIC search. The guide also discusses the theory and methods of computer searching with CD-ROM (compact disc, read-only memory) and lists prerequisite computer skills. Separate sections of the guide discuss ERIC digests, ERIC resumes, the ERIC system, ordering ERIC documents, the range of information about parents in the ERIC database, and the tools for manual or computer searching (such as the Thesaurus of ERIC Descriptors, ERIC indexes and compact disks). ERIC clearinghouses and institutions with extensive ERIC collections that are available to the public are listed. A glossary is provided to clarify and define terms used in the guide related to the ERIC database. (LP)

ED 340 542 RC 018 446

Cage, Bob N.; Hardin, Dawn
NLU Dropout Intervention Strategy Program 1990-1991. Chapter 2 ECIA Project. Final Report.
PUB DATE- 91
NOTE- 35p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 13-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Administrator Role; *College School Cooperation; Counseling Techniques; *Dropout Prevention; Formative Evaluation; *High Risk Students; *Junior High Schools; Postsecondary Education; *Potential Dropouts; Program Development; Program Evaluation; *Student Adjustment; Student Attitudes; Teaching Methods
IDENTIFIERS- Education Consolidation Improvement Act Chapter 2; Louisiana; Northeast Louisiana University

The Northeast Louisiana University (NLU) Dropout Intervention Strategy Program (1990-1991) was designed to train administrators and teachers in junior high schools to recognize, treat, and relate to at-risk students who have been

*Nontraditional Education; Relevance (Education); Science
Education; *Secondary School Science; Television
IDENTIFIERS- *Science Education Research

Some researchers have argued that students often learn to operate in two domains, the domain of the science context in school, and the domain of everyday life outside of school. Outside of school, students are exposed to many media from which to learn science concepts. This document is one of a series on research seminars at the Western Australian Institute of Technology. The four papers in this document were presented at a workshop held in March, 1985, that considered learning science from informal sources. These papers discuss: (1) learning from museums and mass media; (2) sources of images of science and scientists; (3) science as presented on television; and (4) a case study of environmental education at Rottnest Island (Western Australia). Consideration is given to the processes of out-of-school learning and some of the problems with studying this type of learning. (CW)

ED 340 560 SE 049 732

Treagust, David F., Ed.; Fraser, Barry J., Ed.
Looking into Classrooms. Monograph in the Faculty of Education Research Seminar and Workshop Series.
PUB DATE- 84
NOTE- 44p.; For other monographs in this series, see SE 049 731-734 and SE 049 738.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Doctoral Dissertations; Educational Methods; *Elementary School Science; Elementary Secondary Education; *Ethnography; *Evaluation Methods; Field Studies; Higher Education; *Qualitative Research; *Research Methodology; Science Education; *Secondary School Science; Statistical Analysis
IDENTIFIERS- *Science Education Research

There are many approaches to studying the classroom environment. This publication is a collection of papers presented at the fourth Research Seminar and Workshop at the Western Australian Institute of Technology on educational research in the classroom. The four papers contained in this document describe various approaches and perspectives to classroom research. The first discusses how ethnography can be used and gives some examples. The second describes the development and use of several classroom observational schedules designed to measure childrens participation in classroom activities including examples. The third contrasts various methodologies for educational research. The fourth paper presents the results of a research project done to evaluate the effect of group work in the classroom. (CW)

ED 340 561 SE 049 733

Ryan, Anthony S., Ed.; Fraser, Barry J., Ed.
Educational Evaluation for Program Improvement. Monograph in the Faculty of Education Research Seminar and Workshop Series.
PUB DATE- 84
NOTE- 27p.; For other monographs in this series, see SE 049 731-734 and SE 049 738.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports -

Mathematics Education; *Mathematics Skills; *Metacognition;
*Problem Solving; Questionnaires; Secondary Education;
Secondary School Mathematics; *Task Analysis
IDENTIFIERS- Mathematics Education Research; Singapore

Metacognition is considered by most educationists to be an element necessary for many cognitive learning tasks. In general, within problem solving tasks, procedural, factual, and conceptual knowledge, by themselves, are insufficient for successful task completion. To be successful, the problem solver must usually demonstrate higher level cognitive skills, i.e., metacognitive strategies, including the planning, the monitoring, the controlling, the selecting, and the evaluating of intellectual activities. This study of students' metacognitive strategies was conducted in Singapore with more than 670 secondary and pre-university students from 13 schools over a 2-year period. A 20 item questionnaire for self-reporting about metacognitive beliefs, about the use of metacognitive strategies during mental tasks involving memory, comprehension, and problem solving techniques, and about attitudes towards the learning of specific academic subjects was administered to 8th, 10th, and 11th grade students. These students were enrolled across three distinct academic courses of study (general, science, and the arts) with each domain being subdivided into three different academic streams or tracks (special, normal and express), that are described in detail. No significant differences were found in the frequency of use of metacognitive strategies among the students from the different courses of study, yet within each of these courses of study, the normal track students exhibited less frequent usage of metacognitive strategies than those students within the express and special tracks. (JJK)

ED 340 582 SE 052 320

Hart, Kathy, Ed.
S.E.A. Lab. Science Experiments and Activities. Marine Science for High School Students in Chemistry, Biology and Physics.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
PUB DATE- 90
NOTE- 200p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acoustics; *Animals; Biochemistry; Biology; *Chemical Reactions; Chemistry; *Classification; Estuaries; Geology; High Schools; High School Students; Light; *Marine Biology; Natural Resources; Oceanography; Physics; *Pressure (Physics); Resource Materials; *Science Activities; Science Education
IDENTIFIERS- Density; pH

A series of science experiments and activities designed for secondary school students taking biology, chemistry, physics, physical science or marine science courses are outlined. Each of the three major sections--chemistry, biology, and physics--addresses concepts that are generally covered in those courses but incorporates aspects of marine science. Within each section, major concepts such as density, pH, photosynthesis, respiration and sound are supported by student activities. Each activity contains background reading materials, a materials list, procedures for completing the activity, and extension ideas. At the end of each concept division, references, resources, and education competencies are listed. The chemistry

Blank, Rolf; Selden, Ramsay
Alternative Methods for Assessing Science: Report to the States. Science & Mathematics Indicators Project. Conference Report of State Assessment Directors and State Science Supervisors (Tampa, Florida, January 13, 1989).
SPONS. AGENCY- National Science Foundation, Washington, D.C. Directorate for Science and Engineering Education.
PUB DATE- Feb 89
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; *Evaluation Problems; Informal Assessment; *Science Education; Testing; Validity
IDENTIFIERS- *Science Achievement

State assessment directors and State science supervisors discussed alternative methods for assessing student learning in science at a conference. The conference had two objectives: (1) to increase the knowledge of state science supervisors and assessment directors of recent experience at international, national, and state levels with alternative methods of student assessment in science, such as hands-on exercises; and (2) to inform and assist states in planning alternative methods for state science assessment programs. Presentations and discussions of alternative methods by Senta Raizen, Rodney Doran, Walter McDonald, Joan Baron, Douglas Reynolds, Edward Roeber, and Zack Taylor are provided. A discussion on the issues of validity, role of assessment to "drive" versus "reflect" the curriculum, time requirements, cost, and use for trend data concerning the development and use of alternative methods of assessment in science is included. (KR)

ED 340 602 SE 052 481

Carey, Joseph, Ed.
Brain Facts: A Primer on the Brain and Nervous System.
PUB DATE- 90
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Brain Hemisphere Functions; *Diseases; High Schools; Human Body; *Medical Research; *Neurological Impairments; Neurology; Neuropsychology; Perceptual Development; Resource Materials
IDENTIFIERS- *Brain

This booklet describes only a glimpse of what is known about the nervous system, brain disorders, and the exciting avenues of research that promise new therapies for many of the most devastating neurological and psychiatric diseases. The neuron, brain development, sensation and perception, learning and memory, movement, advances and challenges in diseases such as Parkinson's disease, major depression, and stroke, new diagnostic methods, and potential therapies are topics of discussion. (KR)

ED 340 603 SE 052 545

Hellman, "the disruption of our story, of our explanation of the past and vision of the future." This appears most poignantly, perhaps, in school history texts published after the defeat. Pre-war textbooks dispensed the indisputable truth of things. After the war, they were haunted by a sense of uncertainty. As authors tried to acknowledge the realities of a multiracial, multiethnic society, a resurgent political right reasserted the prerogatives of priviledged white males by appealing to an intransigent racism among voters. The one development of the 1980s which may have moved the nation toward conciliation rather than exacerbation of the persisting contentions of the 1960s was the dedication of the Vietnam Veteran's Memorial in Washington, DC. It marks the moment when the nation ceased to exempt itself from history and rejoined the human race. Studies have shown that contemporary citizens cling to individualism and immediate, private gratification heedless of--and hostile to--the lessons of history. Refusing the suddenly unbearable burden of history, the nation recedes from the politics that might recall that burden. Young U.S. citizens have shriveled conceptions of citizenship and feel no significant obligation to vote. Abandoning larger allegiances to seek individual interests, U.S. citizens depleted material resources at the expense of their children and deprived those young people of imaginative sustenance as well. A majority of U.S. youth now expect, withn their lifetime, global catastrophe in which all humankind will perish. Notes with 29 references are included. (GEA)

ED 340 620 SO 020 027

Brooks, Nancy A.
Sexual Harassment in Education.
PUB DATE- Feb 88
NOTE- 7p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Serials (022)
DESCRIPTORS- College Environment; College Students; Educational Policy; Females; Higher Education; *School Policy; *Sex Bias; *Sexual Harassment; *Teacher Student Relationship; *Womens Studies
IDENTIFIERS- *Indiana University Bloomington

Three situations of sexual harassment, typical of the complaints received by various departments and offices on all Indiana University campuses, are presented. According to the National Advisory Council on Women's Educational Programs, "academic sexual harassment is the use of authority to emphasize the sexuality or sexual identity of a student in a manner which prevents or impairs that student's full enjoyment of educational benefits, climate, or opportunities." Gender harassment, as defined by the Modern Language Association's Commission on the Status of Women, "consists of discriminatory behavior directed against individuals who belong to a gender group that the aggressor considers inferior." Most universities offer a variety of channels for effective informal resolution of harassment complaints. Several of these are discussed and addresses for the Affirmative Action offices on Indiana University campuses are provided. The Indiana University "Policy and Procedures Related to Sexual Harassment" is presented. A 39-item selected bibliography on sexual harassment in education and subtle discrimination in the classroom is

Experience; Teaching Methods; *Thinking Skills

Based on interviews with teachers, department chairs, principals, and staff developers, observations of hundreds of lessons, and a perusal of the social studies research literature and the broader school change literature, dominant barriers to the promotion of thinking were identified. Six barriers emerged: instruction as knowledge transmission, a curriculum of coverage, teacher perceptions of students, large number of students, lack of planning time, and a culture of teacher isolation. The way in which each barrier negatively impacts the promotion of students' higher order thinking is explained, combining analytic arguments with quantitative and qualitative research findings. It is argued that though there is no logical or necessary sequence of attack when confronting these barriers, due to their interactive nature, department-, school-, and system-wide efforts to improve students' higher-order thinking are more likely to experience success if all barriers are tackled. A 42-item list of references is included. (Author)

ED 340 641 SO 021 680

Brown, B. Bradford; Steinberg, Laurence
Noninstructional Influences on Adolescent Engagement and Achievement. Final Report: Project 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Adolescents; Educational Research; *Extracurricular Activities; High Schools; *Parent Influence; Parent Student Relationship; *Peer Influence; *Secondary School Students; *Student Employment

The impact of four influences--family, peers, part-time employment, and school-sponsored extracurricular activities--on the achievement patterns of high school students is examined in this research study. The main purpose of the study was to identify the specific processes in each of the four areas by which students' academic engagement and school performance are increased or diminished. The processes focus on such questions as how different parenting strategies affected engagement and achievement and whether extracurricular participants were affected by the degree to which coaches or advisors emphasized academic achievement. A self-reporting survey questionnaire was developed and administered to high school students in three Wisconsin high schools and six in the San Francisco Bay (California) area. Among the main findings were that, in general, parents' actions had more impact on student achievement levels than their values or expectations. As for peer influences, most students reported that their friends encouraged achievement--at least to a moderate degree. The degree to which peers endorsed school achievement varied greatly in relation to which peer groups, or "crowd," the students belonged. It also was found that, in general, part-time employment distracted students from achievement, while extracurricular activities enhanced their school performance. Implications of the findings for parents and schools are discussed, as are the implications for future research. (DB)

ED 340 642 SO 021 681

Newmann, Fred M.

PUB DATE- 90
NOTE- 33p.; Paper presented at the Commission on Adult Basic Education Conference (Buffalo, NY, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Differences; *Cultural Pluralism; Educational Change; Elementary Secondary Education; *Ethnic Groups; Minority Group Children; *Multicultural Education

Though the existence of a culturally pluralistic society has long been recognized in the United States, demographic trends will force new attitudes toward coping with a larger minority school population. Unless U.S. educators prepare to understand culturally pluralistic student bodies, the result will be an economy dependent on an under-educated or miseducated work force. The United States has a unique opportunity to capitalize on its diversity, but its educators must first view this diversity as an asset. Through training, educators can restructure their attitudes and methodologies to better interact with and motivate both minority and non-minority students. A 21-item bibliography is included. (Author/DB)

ED 340 662 SO 030 333

To Know Ourselves: The Report of the Blue Ribbon Task Force on the Teaching of Iowa History.
PUB DATE- Oct 89
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Blue Ribbon Commissions; *Curriculum Development; Educational Policy; Educational Resources; Elementary Secondary Education; Higher Education; *History Instruction; Social Studies; *State History; *Statewide Planning; Teacher Education; Teaching Methods
IDENTIFIERS- *Iowa

In 1988 the State Historical Society of Iowa appointed a Blue Ribbon task force composed of 45 Iowans to study the teaching of Iowa history at all levels of the educational system and to make recommendations. The task force formed committees to study in detail four specific areas of concern: (1) comparable studies of other states; (2) curriculum; (3) instructional resources; and (4) teacher training. The findings and recommendations of each of the task force committees are presented in separate reports, and each report employs the same format, with topics organized under the headings of Goal, Objectives, Assumptions, Research, Analysis, and Recommendations. The committee membership is listed following each report. Among the major task force findings are: there are no specific requirements on curricula, content, course term, or teacher training; although a large quantity of historical materials on Iowa history exists, it is uneven in both quality and accessibility; and teacher training in Iowa history is inadequate. Four appendices conclude the report: an organizational chart; a list of task force members; a list of resources; and a report of a curricular survey. (DB)

ED 340 663 SO 030 485

Alexander, Susan; Garcia, Celina
Peace Education, Social Responsibility, and Social

students to become lifelong, independent, self-assertive learners and evaluators of information. If schools are to analyze and evaluate whether or not they adequately address the goal of teaching learning skills across the curriculum, a conception of the components of learning skills and appropriate instructional strategies is needed. Once programs have been developed, evaluating the curriculum for learning skills is the next step. In a guide, student competencies for each of 10 learning skills were developed as broad general statements about the types of student behaviors anticipated as outcomes of instruction regardless of age or grade level. Current practices in the classroom which encourage the development of learning skills across the curriculum can be identified. The competencies are listed in an appendix entitled "Incorporating Learning in Curricular Areas" and cover: self evaluation; goal setting; time management; monitoring attitudes; motivation; locating information; selecting information; organizing information; communicating information; and memory training. (LL)

ED 340 683 SP 033 494

Cochran, Kathryn F.; And Others
Pedagogical Content Knowledge: A Tentative Model for Teacher Preparation.
PUB DATE- Apr 91
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Strategies; Elementary Secondary Education; Higher Education; Hypothesis Testing; *Instructional Effectiveness; *Intellectual Disciplines; Learning Activities; Literature Reviews; *Preservice Teacher Education; Teaching Methods; *Teaching Skills
IDENTIFIERS- *Model Development; *Pedagogical Content Knowledge

The purpose of this paper is to present a brief overview of the nature of pedagogical content knowledge and to offer a list of working hypotheses concerning it for incorporation into teacher education programs. What teachers know about teaching, such as preinstructional strategies, the use of concrete examples and manipulatives, formative testing, use of questions, design of curriculum and assignments, and assessment of student performance, comprises pedagogical knowledge. Pedagogical content knowledge is a type of knowledge unique to teachers; it concerns the manner in which teachers relate their pedagogical knowledge to their subject matter knowledge in the school context, for the teaching of specific students. The integration of teachers' pedagogical knowledge and their subject matter knowledge comprises pedagogical content knowledge. This paper summarizes the state of current research and describes a tentative model for use in teacher preparation programs. A list of working hypotheses based on current knowledge is presented to serve as a basis for future theoretical and applied research. (LL)

ED 340 684 SP 033 495

The Role of Paraprofessionals in Utah Schools: The Selection: Preparation, and Utilization of Paraprofessionals in Education.
PUB DATE- Oct 90

indicators of career satisfaction. Survey instruments were collected from teacher education students (N=200) at the time of graduation and again, 1 year following graduation. Results suggest significant differences between those who entered teaching and those who did not on variables in all four major areas. The career path model has proved to be useful in examining the differences between teacher education graduates in different career path groups at 1 year following graduation. Half the paper consists of statistical tables. (LL)

ED 340 703 SP 033 520

Rice, Richard L., Jr.
Behavior, Opinions, and Perceptions of Alabama Public School Teachers and Principals Regarding the Unauthorized Copying and Use of Microcomputer Software.
PUB DATE- Nov 91
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 13-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Compliance (Legal); *Computer Software; *Copyrights; Educational Policy; Elementary Secondary Education; *Legal Responsibility; Policy Formation; Principals; Public Schools; Public School Teachers; School Surveys; Secondary School Teachers; *Teacher Attitudes
IDENTIFIERS- Alabama; *Computer Piracy; *Copyright Law 1976

Unauthorized copying and use of computer software, currently protected by the Copyright Act of 1976 (U.S.C. 117), is believed to occur in public schools and on university and college campuses by administrators, teachers, and students. The study described in this paper was undertaken to ascertain the nature, scope, and extent of unauthorized copying and use of computer software by Alabama public school students, teachers, and principals and to recommend appropriate and effective school policies. A total of 1,349 subjects participated in the study (427 computer science teachers, 433 principals, and a random sample of 489 non-computer science teachers). A five-part survey instrument was designed to elicit responses reflecting individuals' behaviors, opinions, and perceptions concerning this practice, and 23 hypotheses were tested. Major findings of the study were: (1) the majority of respondents found unauthorized copying of computer software by educators to be unacceptable; however, many indicated that they have made and will probably continue to make and use unauthorized copies; and (2) copyright policies in Alabama public schools appear to have little effect. Reasons stated include the high cost of computer software, computer software back-ups not being provided, being unable to preview software, and a shortage of available funds in the schools for the purchase of software packages. (LL)

ED 340 704 SP 033 521

Kemp, Leroy; And Others
Relationship among Afro-American Preservice Teachers' Competence in Writing, Critical Thinking, and Learning To Teach Effectively: Pedagogical Implications.
PUB DATE- Nov 91
NOTE- 50p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November

included. (SLD)

ED 340 721 TM 017 740

Kreft, Ita G. G.
Using Multilevel Analysis To Assess School Effectiveness: A Study of Dutch Secondary Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 90
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Admission Criteria; *Educational Environment; Educational History; Educational Policy; Effective Schools Research; Foreign Countries; Holistic Approach; Mathematical Models; *Outcomes of Education; Private Schools; Public Schools; *School Effectiveness; School Role; Secondary Education; *Secondary School Students
IDENTIFIERS- Homogeneity of Variance; *Multilevel Analysis; *Netherlands; United Kingdom; United States

Separate but related developments in the new generation of school effectiveness research are discussed. The first part of the report presents a short historical overview that traces the change from a largely individualistic research approach to one that is more holistic. Whether schools make a difference is explored, and, if so, what makes them effective. Two competing theories are described that offer different explanations for student effects: the student body hypothesis and school climate hypothesis. These two theories are also the basis for a discussion about the merits of private versus public education in the United States. The second part of the paper reviews the accompanying search for an appropriate data analysis model. The third part describes a new way of analyzing hierarchically nested data by using a large data set (5,310 students in 70 secondary schools in Amsterdam) that represents the different forms of secondary education existing in the Netherlands (comprehensive, administrative, college and university preparatory, gymnasium/lyceum, and miscellaneous). The effects of selection policies in the Dutch educational system are clearly indicated through a statistical tool, homogeneity analysis, that is especially suited for analysis of multilevel data. Results are compared with those from studies of school systems in the United Kingdom and the United States. The selection policies of schools have consequences for student achievement. Eight tables, four figures, and a 44-item list of references are included. An appendix describes the Dutch school system. (SLD)

ED 340 722 TM 017 764

Steele, D. Joyce
A Descriptive Comparison of Test Item Statistics from Items Utilized in an Item Pilot, a Form Pilot, and Live Administrations of the Alabama High School Graduation Examination: The 1991 Update.
PUB DATE- Nov 91
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (20th, Lexington, KY, November 12-15, 1991). For an earlier report, see ED 264 280.

prepared statements of the witnesses and statements of others who were not able to appear. (JB)

ED 340 279 HE 025 129

Hearings on the Reauthorization of the Higher Education Act of 1965: Title IX, TRIO and State Student Incentive Grants, and Campus-Based Programs. Hearings before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, One Hundred Second Congress, First Session (June 13, 18, and 26, 1991).
PUB DATE- Jun 91
NOTE- 658p.; Serial No. 102-48. Attachments contain reduced size type and some blurred type.
LANGUAGE- English
EDRS Price- EDRS Price - MF03/PC27 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Economically Disadvantaged; Educational Legislation; *Federal Aid; *Federal Legislation; *Fellowships; Graduate Students; *Graduate Study; Hearings; *Higher Education; Legal Education (Professions); Veterans Education; Work Study Programs
IDENTIFIERS- College Work Study Program; Congress 102nd; *Higher Education Act Title IX; Perkins Loan Program; Reauthorization Legislation; State Student Incentive Grants; Supplemental Educational Opportunity Grants; TRIO Programs

The United States House of Representatives' Subcommittee on Postsecondary Education met for 3 days for a hearing, one of a series of hearings on the reauthorization of the Higher Education Act of 1965, on this occasion to hear testimony on that Act's Title IX. Title IX focuses on identifying and providing assistance for students to pursue graduate education through fellowships. It also aids disadvantaged students in receiving legal training and provides for clinical experiences for law students. On the first day witnesses testified regarding the reauthorization of this title, suggested revisions to the Harris, Javits, and National Need Fellowship programs, the Department of Education's plan to combine all the Higher Education Act graduate fellowship programs into one national graduate fellowship program and the general condition of graduate education in the United States. On the second day witnesses testified regarding the TRIO programs, the State Student Incentive Grant program, and the Veterans Education Outreach Program. On the final day of the hearing witnesses testified regarding the reform and improvement of campus-based student financial assistance programs: the Supplemental Educational Opportunity Grant program, the College Work-Study program, and Perkins Loans. Witnesses who appeared included officials from the Department of Education, representatives of national associations for various types of education professionals, executives from postsecondary education institutions nation-wide, and a graduate student. Included are the prepared statements of the witnesses, statements of witnesses who did not appear in person, and many supplemental materials and correspondence. (JB)

ED 340 280 HE 025 130

Oversight Hearing on the Reauthorization of the Higher Education Act of 1965: Chicago, Illinois. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, One Hundred Second Congress, First Session.
PUB DATE- 24 May 91

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Educational Administration; *Educational Cooperation; *Educational Development; Educational Policy; Foreign Countries; Higher Education; Intercollegiate Cooperation; *International Educational Exchange; Postsecondary Education; *Student Mobility
IDENTIFIERS- British Commonwealth

This report provides updated information (as of 1988) on student mobility between British Commonwealth members, reviews reports from a consultative group examining how student mobility among member countries can be fostered, and provides a comparative analysis of student inflows for member countries. Analyses include student flows between Commonwealth and non-Commonwealth members as well as the major outflows. In addition, policy and program developments appearing since August 1986 that affect student mobility in principal Commonwealth countries are reviewed; these discussions include other international higher education exchange policies and programs. The report further provides analysis of the proportion of women in Commonwealth higher education from selected countries, and a statistical evaluation of the proportion of women receiving Commonwealth Student Fellowship Awards. Concluding sections discuss the monitoring of student flows; the issues, directions, and trends in monitoring; a suggested format, data elements, and analytic categories for future monitoring; and a summarization of the chief concerns and interests relating to student mobility that have emerged internationally over the past 5 years. (GLR)

ED 340 299 HE 025 150

Williams, Lynn
Country Studies on Student Mobility: Britain.
PUB DATE- May 90
NOTE- 125p.; For related documents, see HE 025 142-149.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Cooperation; Educational Administration; *Educational Policy; *Enrollment; Foreign Countries; Foreign Students; Government Role; Higher Education; Intercollegiate Cooperation; Postsecondary Education; *Student Costs; Student Financial Aid; *Student Mobility; Trend Analysis
IDENTIFIERS- *United Kingdom

This report examines mobility, enrollment, and policy trends regarding overseas students in the United Kingdom (UK). First, a brief description of education in the UK is presented. Next, UK policy developments to 1989 (including the introduction of full-cost fees) concerning overseas students are discussed, including an account of policy development since the early 1960s. The report then presents information regarding overseas student enrollment in the UK (mainly for the academic year 1988/89) and compares this with the data for 1979/80, the last year before full-cost fees. Also examined are the components of British government policy, those elements which, it is noted, basically form the framework within which the situation of overseas students today must be viewed. Finally, a critique of current British policy and practice towards overseas students is presented. Appendices (comprising two-fifths of the report) include supporting narrative and statistics on overseas student enrollment in Britain since 1979, British government-funded scholarship schemes, key policy statements on overseas students

0. Cost estimates for the bill from the Congressional Budget Office make up the seventh section, while the eighth reports the expected minimal regulatory impact of the legislation. The final section reproduces the reauthorization text with amendments, omissions from the original bill, and changes indicated by brackets and typeface changes. (JB)

ED 340 318 HE 025 171

The Fiesta Bowl Fiasco: Department of Education's Attempt To Ban Minority Scholarships. Eighth Report by the Committee on Government Operations, Together with Dissenting Views, 102d Congress, 1st Session.
PUB DATE- 4 Dec 91
NOTE- 31p.; Union Calendar No. 242.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Affirmative Action; *Civil Rights; Compliance (Legal); Higher Education; *Policy Formation; *Racial Discrimination; Racial Factors; *Scholarships; Student Financial Aid
IDENTIFIERS- Department of Education; Fiesta Bowl; Office for Civil Rights Guidelines

This is the eighth report by the Committee on Government Operations in the aftermath of the U.S. Department of Education's (DOE's) December 1990 attempt to ban race-specific scholarships, now called the Fiesta Bowl Fiasco. Based on a study by the Human Resources and Intergovernmental Relations Subcommittee, this report finds the following: (1) race-specific scholarships are legal when used in conjunction with voluntary or involuntary affirmative action as encouraged and affirmed by the Congress and the judiciary; (2) the December 1990 ban on race-specific scholarships was drafted secretly, without the opportunity for public comment, in violation of the Administrative Procedure Act; (3) despite the dubious legal basis of the ban on race-specific scholarships, the Office for Civil Rights (OCR) has begun investigations of schools that use race-specific financial aid in their affirmative action programs. The report recommends that DOE should continue to uphold the legality of race-specific scholarships as an affirmative action tool and that OCR should develop an initiative aimed at stronger enforcement. Included are two dissenting views, one submitted by Representatives Craig Thomas, Frank Horton, and Al McCandless and the other by Representative William H. Zeliff, Jr. (JB)

ED 340 319 HE 025 172

Miller, Michael T.
Understanding Basic Teaching Methods: Profile of Discussion, Lecture, and Personalized Systems of Instruction.
PUB DATE- Dec 91
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Instruction; *Discussion (Teaching Technique); Higher Education; *Individualized Instruction; Instructional Effectiveness; Large Group Instruction; *Lecture Method; Methods Research; Teaching Methods

This paper introduces and compares three types of college level

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Correspondence Study; *Distance Education; Evaluation; Evaluation Criteria; Foreign Countries; *Grading; Higher Education; Instructional Materials; School Counseling; Teacher Student Relationship; *Tutoring
IDENTIFIERS- University of Waterloo (Ontario)

This two-part handbook is based on 5 years of experience with distance education teaching and learning courses at the University of Waterloo (Ontario, Canada). The first section, "ABC's for Tutors," looks at the tutor's responsibilities from three viewpoints: the academic duties, the administrative details, and the counselling support needed by the students, which tutors often find is a challenge to recognize and provide. Topics include setting the assignment, purposes and techniques of marking, tutorial materials, course structure, procedures and practical details, communication, and counselling. The second section, "Selected Readings," contains nine brief articles or examples of materials: (1) "Assignment Types and Intellectual Skills" (Sally B. P. Haag); (2) "Towards Good Teaching by Correspondence" (Sue Cole, Maggie Coats and Helen Lentell); (3) "Commenting on Students' Assignments" (Cheryl K. Cranley); (4) "Marking Guidelines" (Ralph Krueger) and "Letter Grades and What They Mean" (S. B. P. Haag); (5) "Adults in Teaching and Learning" (S. B. P. Haag); (6) "The Role of the Correspondence Tutor" (Roger Lewis); (7) "Counselling by Correspondence in Distance Education" (Ormond Simpson); (8) "Communicating by Phone" (Cheryl K. Cranley); and (9) "The Human Dimension in Open University Study" (Mary Thorpe and others). Each paper contains its own bibliography. Also included are a list of 8 periodicals and 18 books and articles, a fact sheet on University of Waterloo correspondence courses, and a memorandum to professors, markers, and tutors for the fall 1989 term. (DB)

ED 340 337 IR 015 295

Shakirova, Dilyara; And Others
Content, Composition and Structure of Pedagogical Software and Problem-Solving Methods.
PUB DATE- Sep 90
NOTE- 15p.; Paper presented at the Soviet-American Symposium on Modern Teaching/Learning Technologies in Professional Education (1st, Anapa, USSR, September 9-16, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algorithms; *Computer Assisted Instruction; Computer Software; Creative Thinking; *Educational Strategies; Foreign Countries; Individualized Instruction; *Instructional Design; *Learning Processes; Microcomputers; Postsecondary Education; *Problem Solving; *Professional Training; Teaching Models
IDENTIFIERS- USSR

This paper describes an approach to instruction and learning processes in professional training schools using microcomputers and computer assisted instruction (CAI). It is argued that the use of computers in education changes existing approaches to teaching and learning by focusing on the structure of the information being taught, the organization of the technology used to teach that information, and the differences among people learning the information. A teaching model is proposed that differentiates between the knowledge and skills that must be learned in professional training, focusing more on the two sections. Topics covered include planning for new priorities in distance education; trends for the 1990s; strategic planning for new priorities; new learning needs and educational roles; responding to new realities in higher and K-12 education, education/industry partnerships, and business and industry role; and meeting the challenge with creative vision and action. Topics addressed by the 27 seminar papers in the second section include using distance education to reach out to underserved adult populations; live and interactive instruction; assessing effectiveness of interactive learning systems; the changing infrastructure; equality of educational opportunity; communications satellites; improving teacher/tutor performance in literacy and basic education; computer networks; effects of delivery systems on educational outcomes; the role of television in distance education; training distance educators; cross-cultural distance teaching; teleconferencing to meet individual needs; instructional design; assessing and supporting distance education courses; computer-based learning systems; and strategies for designing teleclassroom training programs. Most of the papers provide their own bibliographies. (DB)

ED 340 354 IR 015 349

EPIEgram: The Educational Consumers' Newsletter. Volume 17, Numbers 1-9, 1990-1991.
PUB DATE- 91
NOTE- 81p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Collected Works - Serials (022)
DESCRIPTORS- *Childrens Literature; Communications Satellites; Computer Software Evaluation; Copyrights; Databases; Educational Technology; Educational Television; Elementary Secondary Education; Instructional Systems; *Microcomputers; Multimedia Instruction; Periodicals; Videodisks; Videotape Recorders
IDENTIFIERS- Integrated Learning Systems

The nine issues of EPIEgram in this collection provide information about educational materials, educational technology, and elementary and secondary educational concerns. The following articles are included: (1) Designer Texts--Macmillan-McGraw To Offer Custom School Books; (2) Children's Lit is Alive and Well; (3) Swear Words, Satanism, and Sex; (4) Teachers are Technophiles; (5) Integrated Instructional Systems--Evaluating and Selecting One; (6) New Macs for the Classroom; (7) Developers Gear up for the Mac; (8) Does "Writing To Read" Work?; (9) Copyright Rules for VCR Use; (10) "Impressions" Censorship Builds; (11) Evolution Update--Victory for Science; (12) Dealing with Publishers' Reps; (13) Videodisc and Textbook Merge; (14) How To Evaluate Software; (15) Software Industry Trends; (16) School of the Future? Education Utility Is Coming; (17) Magazines Enliven Classrooms; (18) More Copyright Info Readily Available; (19) State Software Consortium Debuts; (20) Learning from Television News; (21) Taping Tips from the VCR Savants; (22) New Books Examine the Media; (23) Publishers Must Change Basals; (24) Honors Bestowed on Children's Books; (25) Technology Future Watch; (26) Are Science Texts Improving?; (27) IBM Introduces "Writing To Write"; (28) Where To Find Reviews; (29) Dissection Controversy Builds; (30) CD-ROM--Status Report; (31) Bestsellers for Children; (32) Are Computer Monitors Safe?; (33) How To Design a WritingLand; (34) Michigan Sets Pace for Consortium; (35) Education Satellite May Become

This four-part report describes the development of a plan for Hennepin County (Minnesota) Library's (HCL) next steps in the automation of operations including the public catalog, cataloging, circulation control, and acquisitions. The objectives of the plan were to improve patron access to materials and to provide for cost effective operations. Part 1 begins with a discussion of six constraints and/or opportunities that point to a need to undertake a formal process to develop such a plan, and then describes a process for including staff from all divisions in the process, and lists the products to be expected from such an undertaking. Part 2 presents a list of requirements for circulation control, the public catalog, cataloging, and acquisitions that were developed by task forces and reviewed by the project team. This section of the report is the basis for developing specifications to be included in the RFP (request for proposal). Each of the requirements in the public catalog and cataloging section has an "issues" section; these are issues that arose after an examination of the marketplace and the library's needs that are yet to be resolved. Part 3 lists six alternatives for meeting the requirements being posed by the task forces. Part 4 presents a summary of the selected alternative--to actively seek an integrated system from the marketplace--and outlines the rationale and implementation plan for this alternative. An executive summary of the report is included. (MAB)

ED 340 373 IR 053 865

Chiang, Katherine; And Others
INFeRS: Interactive Numeric Files Retrieval System. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 91
NOTE- 155p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Access to Information; Agriculture; *Computer System Design; Database Design; Higher Education; Information Retrieval; Information Systems; Man Machine Systems; *Numeric Databases; Online Systems; Specifications; *Systems Development
IDENTIFIERS- Cornell University NY

In 1988 Mann Library at Cornell University proposed to develop a computer system that would support interactive access to significant electronic files in agriculture and the life sciences. This system was titled the Interactive Numeric Files Retrieval System (INFeRS). This report describes how project goals were met and it presents the project's conclusions, including recommendations on how numeric file interfaces should be structured. The first of six sections presents the project chronology and indicates the months during which significant project events occurred, including personnel recruitment, technical hardware and software installations, phase completions and testing. Background information provided in the second section includes information on the personnel who participated in the project; the selection, acquisition, and installation of the hardware and software used; and the institutional environment, including descriptions of the library and the computing and networking resources of the user group. The third section covers the selection, preparation, and documentation of the datasets used in the project. Database design issues are discussed in the fourth section, including

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Analysis of Variance; Elementary Secondary Education; Factor Analysis; Information Technology; Learning Resources Centers; *Librarian Attitudes; *Library Automation; Library Education; Library Personnel; *Library Role; *Media Specialists; *Needs Assessment; Occupational Surveys; *Professional Development; Professional Training; School Libraries
IDENTIFIERS- Regional Surveys; *Training Needs

School library media specialists in Kentucky, Tennessee, Virginia, and West Virginia were surveyed in April 1990 to determine their perceptions of their training needs as they are being called upon to use the latest information technologies to access, transfer, and store information. The 2,202 responses received represented a response rate of 37.9%. Over 90% of the respondents were building-level school library media specialists and were certified either as librarians or as media specialists. About 44% had a master's degree, and 57% had more than 10 years of experience. The questionnaire contained 42 statements generated by a select group of 12 practitioners on the role of library media specialists; factors enabling them to fulfill their professional role; and the skills, knowledge, and experience necessary to further their professional development. Analyses of the responses revealed that, while the respondents consistently agreed with the survey statements and showed a high degree of interest in professional trends and in keeping on top of new developments in their field, they were less interested in specific items of change and specific information technologies. It was also found that elementary and high school library media specialists had differing perceptions in two areas as the former tended not to agree that their role in the school included non-teaching tasks and/or that technology could help them fulfill their professional role, while the latter tended to agree with both statements. Differing perceptions were also found between media specialists with different levels of preparation as bachelor's degree holders valued certain professional competencies (e.g., skills facilitating teaching) less highly than did master's degree holders. This report highlights the major findings and includes multiple tables that profile the respondents and display the rank order of their responses in various categories. A copy of the questionnaire and a breakdown of survey results by state are appended. (SV)

ED 340 394 JC 880 420

Vertreace, Martha M.
Fine Arts and the Developmental Student.
PUB DATE- 88
NOTE- 22p.; Paper presented at the Annual Midwest Regional Conference on English in the Junior College (23rd, Urbana, IL, February 11-13, 1988).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Activities; Class Activities; Community Colleges; *Fine Arts; *Multimedia Instruction; Music Appreciation; *Poetry; Remedial Instruction; Two Year Colleges; *Writing Exercises; *Writing Instruction; Writing Skills

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Classroom Environment; College Curriculum; *College Faculty; *College Instruction; Community Colleges; Faculty Publishing; Instructional Innovation; Merit Pay; Part Time Faculty; *Teaching Methods; *Two Year Colleges

The OATYC Journal is published by the Ohio Association of Two-Year Colleges to provide the two-year colleges of Ohio with a medium for sharing concepts, methods and findings relevant to the two-year college classroom and to provide an open forum for problem discussion and review. The fall 1989 and spring 1990 issues of the journal contain: "Reflections," by Kathleen Brubaker; "Northwest Technical College, a Community Serving College," by James Nagel; "Technical Studies Should Be Taught through an Integrated Approach," by Joan D. Galley; "Using a Survey Approach to Teaching Technical Report Writing," by Viola Newton; "Cooperative Education: The Other College Work-Study Program," by Charles Rubin, Jr.; "The Challenge of Leadership in Allied Health for the Twenty-First Century," by Frederick G. Adams; "Designing a Freshman Orientation Course," by Elizabeth Ann Lariviere and Darius Rastomji; "The Importance of Scholarly Publication to Two-Year College Educators," by Thomas Preisser; "Force? No!" by Barbara P. Thompson; "Reaction to 'Focusing on Curriculum, Retention and Attrition, and Marketing in the Community College,'" by George M. Kreps; "The Challenge of the 1990's," by Jim Marcotte; "Kent State University, Ashtabula Campus: Instructional Excellence in the Classroom," by Rita Locke; "Whips, Chairs, and Other Motivational Teaching Tools," by Ron Luce; "Hazardous Materials Management Plan for Two-Year Colleges," by Mary K. Linde; "Motivating Part-Time Faculty Performance," by Robert DeBard; "How to Handle Criticism," by James Beaubien and Karen Caesar; "Merit Pay and Assessment of Teaching: A Procedure for Peer Evaluation in Multi-Disciplinary Units," by Keith A. Roberts; "Part-Time Educators: More Valuable Than Their Paychecks Indicate," by Kimberly Hlivko Levite; "Yes and No," by Joyce R. Kindle; and "Reaction to 'The Importance of Scholarly Publications to Two-Year College Educators,' and 'Force? No!'" by William L. Henderson. (JMC)

ED 340 411 JC 910 572

Crepeau, Mary
Problems Confronting Adults with English as a Second Language Who Enroll in a Community College.
PUB DATE- 17 Dec 91
NOTE- 28p.; Uneven type quality throughout document.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Students; Community Colleges; Day Students; *English (Second Language); Evening Students; Immigrants; *Limited English Speaking; Questionnaires; School Surveys; *Student Attitudes; *Student Characteristics; Student Needs; *Student Problems; Two Year Colleges
IDENTIFIERS- Community College of Rhode Island

In 1991, a study was conducted at the Community College of Rhode Island (CCRI) to determine the characteristics of and major problems confronting adult students with English as a second language (ESL). A questionnaire was distributed to the 105 CCRI students enrolled in ESL I, ESL II, and Paragraph Writing for ESL classes, requesting them to identify the problems they encountered outside of school that made taking ESL classes difficult, and problems they encountered in school. Major study are to county businesses and that 85% of M-DCC employees reside in Dade county, expenditures made by the college include $79.9 million in personnel expenditures, $36.3 in college expenditures, and $95.3 million in non-local student expenditures, for a total of $211.6 million in business volume; (5) business volume stimulated by "second round" spending of direct expenditures is estimated to be at $264.5 million; and (6) the total economic impact of M-DCC for fiscal year 1989-90 is estimated at $512.7 million. Detailed data tables are included. (PAA)

ED 340 428 JC 920 034

Baldwin, Anne
Program Review: An Eight-Year Summary of Associate Degree Outcomes.
PUB DATE- Dec 91
NOTE- 56p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Associate Degrees; College Graduates; *College Transfer Students; Community Colleges; Comparative Analysis; *Employment Patterns; Enrollment; *Enrollment Trends; Ethnic Groups; Job Placement; Longitudinal Studies; *Outcomes of Education; Tables (Data); Trend Analysis; Two Year Colleges; Vocational Education
IDENTIFIERS- *Miami Dade Community College FL

In 1991, a study was conducted to examine historical trends in educational results for both the Associate in Science (A.S.) and the Associate in Arts (A.A.) degree programs at Miami-Dade Community College (M-DCC). The results were measured primarily by job placement rates for A.S. graduates and by continuing education status of A.A. graduates. The overall placement rate for the 1989-90 A.S. graduates was 94.5%, a slight drop from the previous year of 96.8%. When compared with the 1987-88 A.S. graduates, the job placement rates for all ethnic groups for the 1989-90 graduates dropped considerably, particularly for Black graduates, whose job placement rate dropped from 77% to 58%. Hispanic A.S. graduates, more than other ethnic groups, tended to continue their education (34%). Data indicated that 34% of former A.S. students were in jobs related to their educational studies. Findings for A.A. graduates included the following: (1) there were 24,047 A.A. students who met the criteria for program enrollment, with the largest of the 69 A.A. programs being business administration, elementary education, and psychology; (2) the pre-bachelor of arts degree program contained 10% of the A.A. students who met the program enrollee definition; (3) for any given year, approximately 49% of A.A. graduates continued their education at a state university within 1 year of graduation, and about 80% of A.A. graduates eventually attended either a public or private university; and (4) 33% of A.A. students who did not re-enroll at M-DCC for two semesters were continuing their education elsewhere in the state. Appendixes provide information on the program review process and the methodology and related issues regarding placement data collection. (JMC)

ED 340 429 JC 920 035

Belcher, Marcia J.
How Are We Doing? Institutional Research Looks at Itself.
PUB DATE- Dec 91

(Groups); Student Characteristics; Two Year Colleges
IDENTIFIERS- Kentucky; *University of Kentucky Community College System

Developed as a reference tool for the Commission to Study the Future of Community Colleges in Kentucky, this collection of articles and reports examines all aspects of the Kentucky Community College System (KCCS), and includes extensive discussion questions for use by the Commission members in their work. The opening section reviews planned activities for the Commission, and provides brief biographical data on Commission members. The following seven sections of the sourcebook include the following detailed reports: (1) "The Community College Movement and Mission," which includes a copy of Kentucky educational legislation; (2) "Access to Higher Education," which reviews KCCS registration costs, admissions policies, program offerings, enrollment data, student characteristics, instruction, student support services, and remedial education; (3) "College/Community Partnerships," which reviews KCCS partnerships with business and industry, community and state agencies, and other educational institutions; (4) "The Role of Community Colleges in Economic Development," which includes a study of Kentucky economic development issues; (5) "Governance of the Community College System," which includes copies of relevant educational legislative statutes (6) "Resources," which presents data on personnel, instructional resources, computing resources, facilities, budgets, and funding formulas; and (7) "Institutional Effectiveness," which examines college planning and program evaluation procedures, and includes copies of evaluation instruments and surveys. Each section includes a list of discussion questions for the Commission. (PAA)

ED 340 446 JC 920 059

The Community College Movement and Mission. An Overview of the University of Kentucky Community College System, Part One.
PUB DATE- 89
NOTE- 35p.; In its: "Overview of the Community College System," prepared for the Commission to Study the Future of the Community Colleges in Kentucky, p1-32, 1989 (JC 920 058).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140),Historical Materials (060)
DESCRIPTORS- Administrative Policy; College Administration; *College Role; *Community Colleges; Educational History; *Educational Legislation; *Educational Policy; *Institutional Mission; Mission Statements; Role of Education; Two Year Colleges
IDENTIFIERS- Kentucky; *University of Kentucky Community College System

The Commission to Study the Future of Community Colleges in Kentucky was established in 1988 to review the accomplishments of the Kentucky Community College System (KCCS), to assess its current status, and to provide direction for the KCCS towards the year 2000. Developed as part of a collection of articles and reports on the KCCS for use by the Commission in its work, this report examines the national community college movement and mission, the Kentucky community college movement and mission, and the mission and objectives currently stated in the KCCS catalog; lists questions for discussion by the Commission; presents state legislative statutes relating to the KCSS; and includes KCCS policy materials. The opening section on the national community college movement reviews the work of William Rainey Harper to establish the first community college and discusses the work of the Truman and Carnegie Commissions. The

Education; *Elementary School Teachers; Higher Education; *Inservice Teacher Education; *Learning Experience; *Observation; *Play; Questionnaires; Student Behavior; Student Evaluation; Teacher Attitudes; *Teacher Improvement; Teacher Workshops
IDENTIFIERS- *Developmentally Appropriate Programs

This practicum was designed to develop learning experiences for teachers which would improve their ability to be accountable for children's progress in play-oriented educational programs. The primary objective was to increase teachers' competence with regard to knowledge about play, and their skill in assessing and reporting developmental progress revealed in play. Additional goals were to increase teachers' confidence in running a play-oriented, developmentally appropriate progam; in justifying and explaining such a program to critics; and in enhancing children's play in the program. The researcher administered a needs assessment questionnaire to teachers; developed a series of learning experiences based on research; carried out inservice for several groups of teachers amounting to about 250 persons in all; and developed and administered an evaluation component. Results of the practicum were positive. Data analysis revealed that teachers expressed increased confidence in their knowledge about play and their ability to assess and report it. They indicated that they felt more encouraged to run developmentally appropriate programs and to justify and explain such programs to those concerned about them. Recommendations for improvement of the project are suggested, and plans for future in-service programs are provided. A list of 66 references is included and related project materials are appended. (Author/GLR)

ED 340 465 PS 020 079

Baruch, Caren
The Influence of the Mother-Child Relationship on the Emergence of Symbolic Play.
PUB DATE- Apr 91
NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attachment Behavior; Cognitive Development; Employed Parents; *Mothers; *Parent Child Relationship; *Pretend Play; *Security (Psychology); Stress Variables; *Toddlers; *Working Hours
IDENTIFIERS- Ainsworth Strange Situation Procedure; Frustration; Symbolic Representation

This study examined three elements of the mother-child relationship that have been found to influence cognitive development: (1) the child's security of attachment to the mother; (2) the sensitivity of the mother to her child's cues; and (3) maternal work status during the child's first year of life. Considered are the relationship of each of these elements to symbolic play, and the way in which all three variables relate to the child's symbolic play when the variables are used as a multivariate model. Symbolic play was assessed in the contexts of stressful and nonstressful play episodes. Results indicate that child's security of attachment and maternal sensitivity both independently influence a child's symbolic play level in the stressful episodes but not in the nonstressful episodes. When all three variables are examined

PUB DATE- Nov 91

NOTE- 21p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Cognitive Development; Cultural Activities; *Day Care; *Day Care Centers; Early Childhood Education; Health Services; Learning Centers (Classroom); Mathematics Achievement; *Preschool Children; Reading Achievement; School Community Relationship; *School Readiness; Social Development

IDENTIFIERS- Science Achievement

Two institutions initiated a long-term National Child Care Research Program in 1990. The program has two components: (1) examining the comprehensiveness of services offered by licensed center-based child care; and (2) documenting the development of children in licensed center-based child care. This publication reports the results of the first phase of the research program. Data were collected on 1,480 children in 122 child care centers in 15 states. Information on child, family, teacher, and program characteristics was gathered by telephone interviews. Children's mathematics, science, and reading abilities, and social skills were assessed in the classroom by developmental assessment scales. Initial assessments occurred in the fall and winter of the school year, and progress assessments the following spring. The survey results indicated that the child care programs offered an array of educational, cultural, and health-related services to children and their families; and established extensive community networks. The assessment results indicated that there were marked increases in children's abilities from the initial to the progress assessment. A series of appendixes presents the findings in tabular and graphic form. (BC)

ED 340 485   PS 020 197

Boyatzis, Chris J.

Let the Caged Bird Sing: Using Literature To Teach Developmental Psychology.

PUB DATE- 16 Mar 89

NOTE- 16p.; Portions of this paper were presented at the Annual Conference on the Teaching of Psychology (4th, Springfield, MA, March, 1989).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Autobiographies; Child Development; *Cultural Differences; *Developmental Psychology; Higher Education; *Literature; Literature Appreciation; *Teaching Methods; Theories

IDENTIFIERS- Narrative Verse

This paper argues that instructors of child development should use literature to supplement theory and research in their courses. It is argued that literature elucidates psychological concepts with real life examples while deepening students' appreciation for the complexity and diversity of human development. Particularly effective in achieving these goals is an autobiography by Maya Angelou, "I Know Why the Caged Bird Sings" (1969). An appendix offers other literacy sources for instructors to consider. A list of 14 references is provided. (Author/GLR)

ED 340 486   PS 020 198

illustrate the point. The sensitive problem of contraception for adolescent girls and young women, and the role of men in contraception, is described. A final chapter covers the diagnostic, formative, ongoing, and evaluative aspects of programs. Appended is a sample record card for family planning from the Ministry of Health in Rumania. Contains 19 references. (LB)

ED 340 504 PS 020 232

Arcus, Doreen
The Development of Behavioral Inhibition: Infant Temperament and Maternal Style.
PUB DATE- Apr 91
NOTE- 22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Auditory Stimuli; *Child Rearing; Coping; *Fear; Home Visits; Individual Differences; *Infants; *Inhibition; *Mothers; Parent Child Relationship; *Personality; Physical Activity Level; Visual Stimuli
IDENTIFIERS- Avoidance Behavior; Avoidance Responses; Frustration; Limbic Learning; Olfactory Stimuli

This study examines the contributions of infant temperament and maternal style to the development of behavioral inhibition during the first year of life. It was hypothesized that children whose mothers allowed them to experience small amounts of frustration, thereby allowing the child to develop coping strategies for such situations, would show less inhibition than other children. Two extreme groups of infants were selected at 4 months based on their reactions to change and variation in auditory, visual, and olfactory stimuli: (1) infants who demonstrated high degrees of motor activity and crying, and fast heart rate; and (2) infants who showed low degrees of the same characteristics. Infants and their mothers were videotaped in their homes when infants were 5, 7, 9, 11, and 13 months old. Visits to the homes revealed individual differences among mothers in their responses to infants' crying and fretting, and in limit-setting behavior. Results indicated that mothers of highly reactive children who were indirect in their limit-setting late in the first year, and highly responsive to fretting and crying early in the first year, facilitated the actualization of an inhibited profile given the infant's initial temperamental bias. Both infant temperament and maternal style contributed to the display of fearless or fearful behavior in laboratory assessment when infants were 14 months old. (GLR)

ED 340 505 PS 020 236

Children's Health Services Manual. Revised Edition.
PUB DATE- 90
NOTE- 182p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; *Child Health; Children; Disease Control; Elementary Secondary Education; Government Publications; *Health Services; Immunization Programs; Infants; Nutrition; Parenting Skills; Physical Examinations; School

DESCRIPTORS- *Academically Gifted; *Attitude Change; Attitude Measures; Career Awareness; *Females; Intermediate Grades; *Intervention; Junior High Schools; *Mathematics Anxiety; *Mathematics Curriculum; Pretests Posttests; Problem Solving; Rural Areas; Student Attitudes

The purpose of this study was to determine if an intervention program improved gifted girls' attitudes toward mathematics. Forty-eight academically gifted girls in grades 4-7 were selected from an isolated, rural area of the Mid-South. In the pre-test, both experimental and control groups were administered the Mathematics Attitude Inventory (MAI). There were no significant differences between the groups concerning attitudes toward mathematics. The intervention program presented to the 24 girls in the experimental group consisted of 8 units containing both individual and group activities. Unit 1 consisted of five activities to enhance self-esteem. Unit 2 contained activities to develop positive attitudes about mathematics. Unit 3 dealt with problem-solving skills. Unit 4 encouraged the girls and other students to be involved in mathematics outside class requirements. Unit 5 consisted of exploring careers related to mathematics. In unit 6 the girls again involved classmates in math projects. Unit 7 reinforced problem solving strategies from unit 3 and introduced new problem solving techniques. Unit 8 was for review and evaluation. The gifted girls in grades 4, 5, and 6 met daily for 30-45 minutes for 18 weeks, and girls in grade 7 met 2 days per week for 1 hour. The MAI was readministered at the end of the program to compare aptitudes between the experimental and control group. The experimental group had a higher average score in mathematic aptitude than the control group and the difference was statistically significant. (LP)

ED 340 525 RC 018 241

Cardwell, Guyneth, Ed.; And Others
Cultural Lessons for Teachers of American Indians, Alaskan Natives, and Canadian First Nations.
PUB DATE- Jul 90
NOTE- 154p.; Based on presentations at the Annual National American Indian Cultural Curriculum Development Workshop (10th, Juneau, AK, July 8-13, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alaska Natives; *American Indian Culture; *American Indian Education; American Indians; Canada Natives; *Class Activities; *Cultural Activities; *Cultural Education; Elementary Secondary Education; Foreign Countries; *Learning Activities; Lesson Plans; Preschool Education; Tribes
IDENTIFIERS- Canada

Annual workshops for the development of a Native American cultural curriculum bring together educators and advocates of Native cultural education from across the United States and Canada. As a product of the July 1990 workshop held in Juneau, this booklet contains lesson plans for teachers of American Indian, Alaska Native, and Canadian Native youth who are interested in exploring Native cultures in the classroom. The 41 lesson plans are grouped into early childhood, elementary, secondary, and adult education. Each lesson plan indicates the cultural concept, target grade level, related subject areas, long term goals, and immediate objectives; outlines the lesson; describes student activities and evaluation activities; and lists resources and developers. Lessons include language identified as potential school dropouts. The 13 participating schools were identified as having potentially high dropout rates. Teachers and administrators who chose to be involved were instructed in the use of the Elementary School Pupil Adjustment Scale (ESPAS) and the Dropout Alert Scale (DAS) to identify students at-risk. A sample of 270 students for the experimental group and 58 students for the control group were randomly selected. In-service programs were provided for 124 teachers, administrators, and supervisors on counseling and teaching techniques to implement with the experimental group of at-risk students. Results indicate that in the experimental group, 78% were still in the same schools at the end of the school year. The average daily attendance and the mean grade point average were improved, although the grade point average still was considered low. Both teachers and students were involved in program evaluation and both groups indicated improved student adjustment and attitude toward school. The program was cost-effective and demonstrated that keeping at-risk students in school does not have to be expensive. Appendices include evaluation instruments for identifying potential school dropouts, characteristics of at-risk students, description of the programs implemented, and program and student evaluation forms. (LP)

ED 340 543 RC 018 447

Sheller, Rebekah, Ed.
Rural Libraries. A Forum for Rural Library Service. Volume XI, No. 1 and No. 2, 1991.
PUB DATE- 91
NOTE- 132p.; For previous volume, see ED 327 345.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; Distance Education; Financial Problems; Higher Education; Information Services; Information Sources; Library Administration; Library Education; *Library Research; *Library Services; *Public Libraries; Reading Habits; Recreational Reading; *Rural Areas; Rural Development; *Rural Urban Differences; *Users (Information)

These volumes report on investigation, activities, and viewpoints related to rural library service. Topics covered are the role of rural libraries, the needs and characteristics of its users, the characteristics of its trustees, difference in operation and information service between rural and urban libraries, and the role of technology in helping rural people gain access to information. The volumes contain the following articles: (1) "Leisure Reading or Information Center: What Is the Library's Role?" (Donald B. Reynolds, Jr.); (2) "Rural Reading Behavior and Library Usage: Findings from a Pennsylvania Survey" (Harold W. Willits and Fern K. Willits); (3) "The Rural Information Center's First Year on the National Scene" (Pat John); (4) "Information Access in Rural Areas" (Kenneth P. Wilkinson); (5) "Technology and the Rural Library" (Polly S. Mumma); (6) "Distance Education: The Rural Role of the Urban Library and Information Science Program" (Joseph J. Mika); (7) "A Study of Rural Public Library Patrons by Unobtrusive Observation" (Thomas P. Shilts); and (8) "A Preliminary Survey of Public Library Trustees from New York State" (Jayne Tremaine). (KS)

ED 340 544 RC 018 448

Kirk, James J.

Research/Technical (143)
DESCRIPTORS- *Educational Assessment; Educational Needs; Environmental Education; *Evaluation Methods; *Formative Evaluation; *Needs Assessment; *Program Effectiveness; Science Education; Secondary Education; *Secondary School Science; Surveys

This document is the third in a series of collection of papers from workshops sponsored by the Faculty of Education at the Western Australian Institute of Technology. It contains three papers from a seminar on educational evaluation held early in 1984. The papers present ideas involving the need for the evaluation of instruction within school districts, how evaluation reports are used by teachers in the fields, and evaluation approaches to several situations. The first paper discusses some of the methods and results of a project that the University of Pittsburgh (Pennsylvania) used to evaluate the Pittsburgh Public Schools. The second discusses a study of how science teachers used the information from an evaluation study. The third presents approaches to the evaluation of innovative teaching practices. (CW)

ED 340 562 SE 049 734

Fraser, Barry J., Ed.
Classroom Management. Monograph in the Faculty of Education Research Seminar and Workshop Series.
PUB DATE- 83
NOTE- 66p.; For other monographs in this series, see SE 049 731-733 and SE 049 738.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Class Organization; *Classroom Environment; *Classroom Techniques; Discipline; Educational Strategies; *Elementary School Science; Elementary Secondary Education; Methods Research; Science Education; *Secondary School Science; *Teaching Methods

Classrooms are complex and dynamic places. The teachers that manage them need to be skilled in the organization of time, resources, and students if they are to be successful in helping their students achieve. This publication is the first in a series of six containing papers contributed to the workshop series sponsored by the Faculty of Education at the Western Australian Institute of Technology. This document contains five papers from the August 14, 1983 session on classroom management. Topics discussed in these papers include teachers as executives, time management, positive environments, the relevance of management to teaching, and teachers as researchers. Among the five papers, over 200 references are listed. (CW)

ED 340 563 SE 049 738

Tobin, Kenneth; Fraser, Barry J.
Secondary Analysis and Large-Scale Assessments. Monograph in the Faculty of Education Research Seminar and Workshop Series.
PUB DATE- 85
NOTE- 21p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Educational Assessment;

section includes activities on chemical reactions in the marine environment; density dynamics and estuaries; pH, equilibrium and ocean buffering; and behavior of gases in the marine environment. The biology section includes activities on new discoveries; biochemistry; animal adaptations; geologic history and the oceans; seashells and scientific names; behavior of ocean creatures; and man and the ocean. The physics section includes activities on the motion of the ocean, sound, and light in the sea. (KR)

ED 340 583 SE 052 321

Marine Education. A Bibliography of Educational Materials Available from the Nation's Sea Grant College Programs.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
PUB DATE- Jan 91
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Elementary School Science; Elementary Secondary Education; Higher Education; *Marine Education; *Resource Materials; *Science Curriculum; Science Education; Secondary School Science; Textbooks

This bibliography was published as a result of a cooperative education effort of the United States Sea Grant programs and the staff of the Living Seas pavilion presented by United Technologies at EPCOT Center in Orlando, Florida. It is a compilation of the textbooks, curricula materials, and other marine education resource materials developed by individual Sea Grant programs. The materials outlined in this bibliography are available from the Sea Grant program or institution that developed them. Entries include ordering instructions and information about materials available free or at cost. Programs include University of Alaska, the University of California, Connecticut Sea Grant College Program, University of Delaware, State University System of Florida, University of Georgia, University of Hawaii, Illinois-Indiana Sea Grant Program, Louisiana Sea Grant, University of Maine, University of Maryland, Massachusetts Institute of Technology, Michigan Sea Grant College Program, Minnesota Sea Grant College Program, Mississippi-Alabama Sea Grant Consortium, University of New Hampshire Sea Grant Extension Program, New Jersey Sea Grant College Program, New York Sea Grant Institute, University of North Carolina Sea Grant Program, Ohio Sea Grant College Program, Oregon State University, Pacific Science Center/Washington Sea Grant, University of Puerto Rico, Rhode Island Sea Grant, South Carolina Sea Grant Consortium, University of Southern California Sea Grant Institutional Program, Texas A&M University, Virginia Sea Grant College Program, University of Wisconsin Sea Grant, and the Woods Hole Oceanographic Institution. (KR)

ED 340 584 SE 052 360

Teachers' PET Project. Population Education Training.
PUB DATE- 91
NOTE- 21p.
LANGUAGE- English; Spanish
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom

Scharmann, Lawrence C.; Harris, William M., Jr.
Teaching Evolution: Understanding, Concerns, and Instructional Approaches.
PUB DATE- Apr 91
NOTE- 24p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; Biology; Earth Science; *Evolution; *Group Discussion; Inservice Teacher Education; Institutes (Training Programs); Science Education; *Science Instruction; Secondary Education; Secondary School Science; Teaching Methods

As part of an investigation of the influence of a 3-week institute upon secondary biology and earth science teachers regarding their self-confidence with respect to the teaching of evolutionary principles, 19 inservice teachers participated in discussions of content presentations and instructional activities. The following research questions were proposed: (1) To what extent can a 3-week institute influence teachers' understanding of the nature of science, acceptance of the theory of evolution, and understanding of applied evolutionary principles? (measured by the Nature of Science Scale); (2) Can a 3-week institute reduce teachers' self-perceived anxieties regarding the teaching of evolution? (assessed by the State-Trait Anxiety Inventory); and (3) What concerns might teachers have regarding the potential use of a student-centered peer discussion as an instructional strategy to teach evolution? (measured by the Stages of Concern Instrument). At the conclusion of the institute, which was sponsored by the National Science Foundation, participants showed significant increases in acceptance of the theory of evolution and content understanding of evolution, as well as significant reduction in anxiety. Moderate to strong consideration of peer discussion technique was also apparent. (23 references) (KR)

ED 340 604 SE 052 546

Jones, M. Gail
The Impact of Transition from Junior Highs to Middle Schools on Science Programs.
PUB DATE- Apr 91
NOTE- 20p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; Elementary School Science; Inservice Teacher Education; Interdisciplinary Approach; Intermediate Grades; *Junior High Schools; Laboratory Equipment; *Middle Schools; Preservice Teacher Education; Program Descriptions; Qualitative Research; *School Organization; Science Education; *Secondary School Science

Nationally many middle-level schools are changing from a traditional junior high school structure (grades 7-9) to middle schools (grades 6-8). A case study examined the impact of middle school organizational changes that occurred as a large North Carolina school system converted from junior high schools to middle schools on science teachers and science instruction. A qualitative case study methodology utilized structured included. (GEA)

ED 340 621 SO 020 719

Berendzen, Richard
Touch the Future: An Agenda for Global Education in America.
PUB DATE- 88
NOTE- 29p.; Speech delivered at the Annual InterAction Forum (Philadelphia, PA, May 4, 1988). Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developing Nations; *Educational Objectives; Educational Policy; Elementary Secondary Education; *Futures (of Society); Global Approach; Higher Education; *International Education; *Role of Education; Social Problems; Student Educational Objectives; World Affairs
IDENTIFIERS- *Global Education

American University president, Dr. Richard Berendzen, spoke to a global education audience about the state of U.S. education and its prospects for the future. In 1950, less than 6% of the gross national product was in foreign trade; in 1984, more than 25% was in foreign trade and growing. One job in six of U.S. production workers depends on international trade and 40% of U.S. farm crops are exported. One-third of U.S. corporate profits come from international activities. Financially, economically, socially, culturally, and politically, the United States is intertwined with the rest of the planet, now as never before, and this linkage is growing. Global education objectives to be achieved at the elementary secondary, and higher education levels are suggested. Several questions from the audience concerning global education and a variety of social problems, such as drugs and lack of motivation are included, as well as the responses given to these questions. (DB)

ED 340 622 SO 020 942

Peterson, Barbara Bennett
Teaching the New Women's History in Hawaii.
PUB DATE- 90
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Course Descriptions; Higher Education; History Instruction; Multicultural Education; State History; Teaching Methods; *Womens Studies
IDENTIFIERS- *Hawaii

With the publication in 1984 of "Notable Women of Hawaii," edited by Barbara Bennett Peterson, women's activities and accomplishments began to be accorded their rightful place in the traditional picture of Hawaiian history. Using this book as a text, a 16-week course entitled "Outstanding Women of Hawaii" was recently added to the curriculum of the University of Hawaii. The course focuses on adding the experiences and contributions of women in Hawaiian history from earliest times to the present. To illustrate that women of many ethnic groups, beginning with the early missionaries worked together on

Classroom Thoughtfulness and Students' Higher Order Thinking: Common Indicators and Diverse Social Studies Courses. Final Deliverable.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 11 Feb 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Observation Techniques; Critical Thinking; Educational Assessment; Educational Research; High Schools; Learning Processes; *Persuasive Discourse; *Social Studies; Statistical Analysis; Student Behavior; Student Educational Objectives; *Student Evaluation; Teacher Effectiveness; *Thinking Skills; Writing Assignments; Writing Skills
IDENTIFIERS- United States Constitution

This project developed a conceptualization of higher order thinking, dimensions of classroom thoughtfulness, and an assessment exercise applicable to diverse topics taught in more than 70 classes in 11 high schools. Generic qualities of classroom thoughtfulness were not generally associated with the persuasiveness of student writing on a constitutional issue. The impact of classroom thoughtfulness on higher order thinking in subjects that teachers actually taught was not assessed. The study illustrates issues in devising observation schemes and assessment tasks that at once honor diverse forms of domain-specific competence in social studies, but that also yield common indicators of teaching quality and student performance. A 38-item list of references is included as are a number of tables of statistical data. (Author)

ED 340 643 SO 021 682

King, M. Bruce
Leadership Efforts That Facilitate Classroom Thoughtfulness in Social Studies.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Wisconsin Center for Education Research, Madison.
PUB DATE- 12 Feb 91
NOTE- 34p.; Revised version of a paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Classroom Techniques; Creative Thinking; Critical Thinking; Curriculum Development; High Schools; Instructional Development; *Instructional Leadership; School Administration; *Social Studies; *Teacher Administrator Relationship; *Teaching Methods; *Thinking Skills

This paper investigates the ways in which department chair and principal leadership influence the teaching secondary social studies classes. Based upon research in three sets of high schools, leadership efforts in the areas of curriculum program development, faculty collegiality, staff development, and school culture are explored. Instructional leadership at the department level that generates a common vision around a shared conceptualization of thinking, combined with curriculum development within a culture of collegiality and attention to teaching and pedagogic strategies, seemed to facilitate improved levels of classroom thoughtfulness in high school

Transformation. Peace Education Miniprints No. 3.
PUB DATE- Nov 90
NOTE- 26p.; For related documents, see SO 030 485 and ED 335 249-250.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Conflict Resolution; Elementary Secondary Education; Foreign Countries; *Global Approach; International Education; Nuclear Warfare; *Peace; *Social Change; Social Problems; *Social Responsibility; Teaching Methods; World Affairs
IDENTIFIERS- *Peace Education

Interviews with two educators who have been involved in peace education are the focus of this document. The interviews were conducted by a representative of the project group, "Preparedness for Peace," of Malmo, Sweden. This project studies ways of helping children and young people deal constructively with questions of peace and war. Susan Alexander, of the United States, who has been executive director of Educators for Social Responsibility (ESR), and Celina Garcia, of Costa Rica, who has been executive secretary of The Peace Education Commission of the International Peace Research Association (PEC), are the interviewees. Among the topics, each is asked about her views on peace education in general, specific efforts being made in her country or organization, and the role of teachers as peace educators. (DB)

ED 340 664 SO 030 486

Vriens, Lennart
Peace Education in the Nineties: A Reappraisal of Values and Options. Peace Education Miniprints No. 4.
PUB DATE- Nov 90
NOTE- 20p.; For related documents, see SO 030 485, ED 335 249-250. The text is reprinted from "Peace, Environment, and Education," v1, n1, p5-20, 1990.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Objectives; European History; Foreign Countries; *Futures (of Society); International Education; International Relations; *Political Issues; Role of Education; Social Change; Social Problems
IDENTIFIERS- *Europe; Netherlands; *Peace Education

Current efforts towards peace education in Europe and the potential barriers to those efforts need to be understood in the context of the political history of the continent and prior discussion on peace education itself. Beginning with a brief overview of the political situation in Europe at the beginning of the 1990s, some concepts of peace education that emerged in the Netherlands after World War II and their impact on the discussion of peace education are surveyed. Finally, the main challenges for peace education in the 1990s are presented: technology and informatization, ecology, social justice, religion, inhumane philosophies, and the New Age Movement. A 24-item reference list is included. (DB)

ED 340 665 SP 031 667

Impact II Program.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- 89

NOTE- 23p.; Cover title is: "Paraprofessionals in Utah Schools." This booklet is a revised edition of "Educational Aides."
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Occupational Information; *Paraprofessional School Personnel; Personnel Evaluation; *Personnel Management; Personnel Policy; Personnel Selection; *Role Perception; *School Aides
IDENTIFIERS- *Utah

The purpose of this publication is to recognize the roles and responsibilities of paraprofessionals in education; ways they are used in the classroom; and how they are selected and trained. The philosophical basis for the use of paraprofessionals in education is that they provide educators more time to practice, and to reflect on, their professional responsibilities and opportunities. They augment, rather than replace, certified educators. The paraprofessional is at all times an assistant and responsible to a member of the professional staff. Professional assignments may not be delegated to a paraprofessional. The educator's primary responsibility is to the children; whereas, the primary responsibility of the paraprofessional is to the educator. The booklet is organized into seven sections as follows: (1) a position statement with respect to paraprofessionals in education; (2) definitions of professional personnel and paraprofessionals; (3) keys to successful programs; (4) recruitment and selection; (5) preservice and inservice organization and training; (6) examples of appropriate and inappropriate tasks for paraprofessionals; and (7) a paraprofessional evaluation form. (LL)

ED 340 685   SP 033 496

Richards, Llyn, Ed.; And Others
Set. Research Information for Teachers. Number Two. 1991.
PUB DATE- 91
NOTE- 70p.; Produced twice-yearly by the Australian and New Zealand Councils for Educational Research. For previous issues, see ED 334 171 and ED 334 190.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Ability; College Freshmen; Creativity Research; Decision Making; *Educational Practices; *Educational Research; Elementary Secondary Education; Foreign Countries; Grade Repetition; Higher Education; Moral Values; Peer Teaching; Safety Education; Special Needs Students; Spelling Instruction; Television Viewing; Tutoring; Value Judgment; Writing Strategies
IDENTIFIERS- *Australia; *New Zealand

This packet of educational research information is designed for everyone interested in education and may be utilized for a quick read, private study, staff meetings, inservice courses or small group discussions. The leaflets and brief reports are listed on a contents sheet as follows: "Twin Studies of Spelling"; "Moment-by-moment Decisions"; "TV and Homework"; "Paired Writing: Helping Beginning Writers Get Started"; "Evaluation of the Process of Writing"; "Keeping Ourselves Safe"; "Does the Moral Judgement of Teachers Really Matter?";

13-15, 1991). Hand-written writing samples may not reproduce clearly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; Decision Making; Educational Strategies; Education Majors; Elementary Secondary Education; *Essay Tests; Higher Education; *Preservice Teacher Education; Pretests Posttests; Student Attitudes; *Teacher Effectiveness; Teaching Methods; Writing Processes; Writing Research
IDENTIFIERS- Afro Americans; Reflective Thinking; *Writing Samples

The study described in this paper examined the use of the writing process as an instructional strategy for enhancing Afro-American preservice teachers' writing and reflective competence for teaching effectively. The major methodological concern focused on the pedagogical process for encouraging preservice teachers to integrate their beliefs and attitudes with the knowledge and practice of effective teaching. The cluster sample for this study consisted of 36 preservice teachers (27 females, 9 males) drawn from 112 students enrolled in 3 introduction to teaching courses. A pretest/posttest, wherein students completed an essay question about a teaching concept, was employed. Results suggest that: (1) an increase solely in writing activities did not significantly increase Afro-American preservice teachers' reflective decision making cognitive processes for effective teaching; (2) increased opportunities to write about concepts in teaching did not significantly improve competence in writing; and (3) increased writing assignments on teaching concepts did not significantly affect preservice teachers' intellectual competence for learning to teach. The major implication of this study is that the curriculum for Afro-American preservice teachers should involve a low degree of ambiguity about the professional knowledge base. Seven recommendations are made on the basis that the research supports the idea that Free Writings and Focused Free Writings help to formalize and focus the cognitive structures of students. (LL)

ED 340 705 SP 033 522

Riggs, Iris M.
Gender Differences in Elementary Science Teacher Self-Efficacy.
PUB DATE- Apr 91
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; Elementary School Teachers; *Equal Education; Higher Education; Inservice Teacher Education; Methods Courses; Nondiscriminatory Education; Preservice Teacher Education; *Science Education; Science Teachers; *Self Efficacy; *Sex Differences; Sex Fairness; *Teacher Attitudes; *Teacher Effectiveness; Womens Education
IDENTIFIERS- *Reflective Analysis

The purpose of the study described here was to examine gender as it affects elementary-school teacher attitudes towards teaching science. The Science Teaching Efficacy Belief Instrument (STEBI) was employed to measure the self-efficacy and outcome expectancy beliefs of elementary preservice and inservice teachers. Due to the experience of females in society and in schools, it was hypothesized that they would have lower science

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Testing; Difficulty Level; Grade 11; *Graduation Requirements; High Schools; *High School Students; Language Tests; Mathematics Tests; Minimum Competency Testing; *Pilot Projects; Reading Tests; Scoring; *State Programs; *Test Construction; Testing Programs; Test Items; Test Validity
IDENTIFIERS- Alabama; *Alabama High School Graduation Examination; Parallel Test Forms

This paper compares descriptive information based on analyses of the pilot and live administrations of the Alabama High School Graduation Examination (AHSGE). The AHSGE, a product of decisions made in 1977 and 1984 by the Alabama State Board of Education, is composed of subject tests in reading, mathematics, and language. The pass score for each subject test was established using empirical and judgmental methods based on data from the initial pilot administration. Therefore, it is essential that the live administration data be consistent with the initial pilot data. The purpose of this study was to validate the test development procedure by comparing the difficulty level of common test items measuring competencies on the initial item pilot and on the live administration. The data were collected during 2 phases of pilot testing and 16 live administrations of the AHSGE. The initial item pilot tested 40 schools, with 560 students statewide for each of the 4 test forms. In 1983 form pilot tests, there were about 1,200 11th-grade students. Over 48,000 students participated in the first live administration. The stability of the difficulty level of common items was demonstrated, as was the consistency of the difficulty level of the parallel forms of the AHSGE from initial pilot through live administrations. Results support the test development procedures of the AHSGE. Fourteen tables present summary data, and an eight-item list of references is included. (SLD)

ED 340 723 TM 017 767

Song, Qiang; Hebbler, Stephen W.
Using Microcomputers To Apply Statewide Standards for Schools and School Systems: Operational Details of the Current System.
PUB DATE- Nov 91
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (20th, Lexington, KY, November 12-15, 1991). For a related paper, see TM 017 683.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Compliance (Legal); Computer Software Development; *Databases; Educational Change; Elementary Secondary Education; *Management Information Systems; *Microcomputers; School Administration; *School Districts; State Legislation; *State Standards; Systems Development
IDENTIFIERS- dBase IV; *Georgia; *Georgia Comprehensive Evaluation System

The Comprehensive Evaluation System (CES), a comprehensive computer program system designed for the implementation of statewide standards for all schools and school systems in Georgia, is described. The system, mandated by state reform legislation, was conceived as a set of standards ranging from legal adherence through standards of excellent performance,

NOTE- 211p.; Serial No. 102-49. Attachments contain reduced size type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; *Educational Legislation; *Federal Aid; *Federal Legislation; Grants; Hearings; *Higher Education; Middle Class Parents; Minority Groups; Paying for College; School Holding Power; Student Loan Programs
IDENTIFIERS- Congress 102nd; *Higher Education Act 1965; *Illinois (Chicago); Reauthorization Legislation

As part of a series of hearings on the reauthorization of the Higher Education Act of 1965, the House Subcommittee on Postsecondary Education convened a hearing in Chicago, Illinois, in order to hear the recommendations of those who work directly in higher education. The witnesses testified on students loans, the difference between grants and loans, efforts to simplify the financial aid process, improving access to minority students, the rising cost of postsecondary education and the difficulty middle class families have in paying for education, early intervention and retention efforts aimed at minorities, and equal access to education. Appearing were witnesses for the following institutions: Project Fame/Upward Bound, Illinois Association of Educational Opportunities Program Personnel, Chicago State University, Illinois Institute of Technology, First Congressional District Education Task Force, National-Louis University, The College Board, Illinois Medical Training Center, Taylor Business Institute, Ada S. McKinley Community Services, University Professions of Illinois, and City Colleges of Chicago. Their prepared statements and other prepared statements, including statements from four students, letters, and supplemental materials are also included. (JB)

ED 340 281 HE 025 131

Financial Responsibility at Universities. Hearings before the Subcommittee on Oversight and Investigations of the Committee on Energy and Commerce, House of Representatives, One Hundred Second Congress, First Session, on Indirect Cost Recovery Practices at U.S. Universities for Federal Research Grants and Contracts (March 13 and May 9, 1991).
PUB DATE- 9 May 91
NOTE- 424p.; Serial No. 102-33. Attachments contain reduced size type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Biomedicine; *Compliance (Legal); Costs; Educational Finance; Federal Aid; *Federal Regulation; *Financial Audits; Hearings; Higher Education; Legal Responsibility; Program Costs; *Research
IDENTIFIERS- Congress 102nd; *Office of Naval Research; Reauthorization Legislation; *Stanford University CA

In connection with its jurisdiction over biomedical research and development at higher education institutions, the House Committee on Energy and Commerce's Subcommittee on Oversight and Investigations met twice to hear testimony on abuses in the indirect cost recovery practices at universities for Federal research grants and contracts. At the first hearing witnesses testified about the legitimacy and reasonableness of Stanford University's overhead charges and the adequacy of government oversight provided by the Office of Naval Research. The hearing revealed extensive abuses at the university and ineffective since 1979, a list of higher education institutions in the United Kingdom, and a list of the organizations involved in overseas student affairs and in education. Contains a 66-item bibliography. (GLR)

ED 340 300 HE 025 151

Student Survival Guide: How To Work Smarter, Not Harder.
PUB DATE- 91
NOTE- 45p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Academic Achievement; *College Students; Counseling; Higher Education; Learning Laboratories; Self Evaluation (Individuals); Student Development; *Study Skills; Test Anxiety; Test Wiseness; *Time Management; Tutorial Programs; Undergraduate Study

This book provides the college student with tips and practical strategies for studying and time management. The text is organized into eight sections with the first, "Work Smarter, Not Harder," exploring how to organize and streamline a morning routine so as to get off to a smoother start each day. The second section, "Date, Time, Place", discusses the importance of maintaining a calendar and how. The section, "Get Organized for Studying," reviews study space organization, managing study time, and taking notes and is followed by "Make The Grade," a description of important learning strategies: note-taking, repetition, memorization, concentration, active learning, and learning from tests. Next, "Overcome Test Jitters" looks at strategies for maintaining a calm approach and reviews basic test-taking techniques. The section "Use Support Services" urges students to visit and use learning labs, peer tutors, the library, and academic and career counseling. The section "Your Compatibility Quotient" discusses the importance of getting along with the variety of individuals encountered on campus from classmates to instructors and administrators with tips on listening skills. The final section, "Get Yourself in Focus," addresses self-awareness and argues for the importance of this quality in college success. (JB)

ED 340 301 HE 025 152

Whalen, Edward L.
Responsibility Center Budgeting: An Approach to Decentralized Management for Institutions of Higher Education.
PUB DATE- 91
NOTE- 204p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Budgeting; *College Administration; *Decentralization; Educational Finance; Higher Education; Money Management
IDENTIFIERS- *Indiana University; *Responsibility Center Budgeting; University of Southern California

This book offers a description of responsibility center budgeting, a management tool for fiscal and academic management at institutions of higher education, through a description of implementing this approach at Indiana University, a process teaching: discussion, lecture, and personalized systems. The discussion method is described and identified as one that allows the learner to question and probe, giving increased internalization, greater acceptance of conclusions than other teaching methods, and other benefits. The lecture method is described as one of the oldest and most widely used forms of instruction, with certain limitations but with the advantage of ease of preparation. The development and use of personalized systems of instruction (PSI) are described, with special attention given to proper implementation. Research has found that most PSI systems are extremely effective and fall into either a behavior-referenced structure or an experience-referenced structure. A comparison of the three methods finds that the PSI approach is consistently effective and highly rated by students and that PSI and discussion techniques increase student feelings of ownership and enhance learning. However, the paper notes that teaching is both a personal and professional matter and that contextual issues such as teacher motivation, time requirements and demands, student enrollment, and accountability cannot be ignored in the selection of techniques. Included are 16 references. (JB)

ED 340 320   HE 025 173

Waggener, Anna T.; And Others
College Presidents' Attitudes toward the Importance of Regional Accreditation.
PUB DATE- 13 Nov 91
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 13-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Accreditation (Institutions); *College Presidents; Higher Education; Institutional Mission; *Values
IDENTIFIERS- Likert Model for Organizational Effectiveness; Southern Association of Colleges and Schools; Survey of Interpersonal Values (Gordon)

In the wake of negative publicity about American higher education and public knowledge of measuring student outcomes, a study was done of the importance of regional accreditaiton as perceived by college presidents. Focus of the study was on the relationship of interpersonal values to each president's view of accreditation. Using the Likert Scale and the Survey of Interpersonal Values to measure the attitudes toward accreditation and interpersonal values, presidents from 582 two- and four-year institutions, both accredited and non-accredited, were surveyed. All schools were within the geographic region of the Southern Association of Colleges and Schools. Results of the study suggested that the majority of the 139 (60%) of the college presidents who responded viewed accreditation as "important" to "very important" to the future, with only 14.4 percent calling accreditation "very important." This would seem to be significant for the success of accreditation because the president guides the institutional philosophy and incorporates his past experiences with his or her vision of the institution's future. Presidents also contribute to the success of the process through attitude and personality characteristics but, as the results indicated, not necessarily through their interpersonal values. Included are three tables and five references. (JB) general creative thinking and problem solving abilities rather than on specific subject domains. The modeling pedagogical software (MPS) is described as a CAI software program that helps students develop algorithmic problem solving skills involved in conducting scientific experiments. (It is noted that the investigatory method of solving problems, as opposed to the algorithmic method, is used primarily in instructional research.) The investigatory pedagogical software (IPS) reflects the structure and organization of investigatory studies and uses relevant subject content. The Computer Integrative Practicum (CIP) is described as an IPS system that integrates investigatory, creative, and professional skills using content in general and professional subjects. CIP also focuses on the complexity of the interaction between student and computer, the depth of integration of teaching and learning materials, and the interrelation of model and real experiment. The 15 references provided are in Russian. (DB)

ED 340 338 IR 015 316

Developing European Learning through Technological Advance: DELTA Exploratory Action. Final Technical Report.
PUB DATE- May 91
NOTE- 115p.; For related reports, see IR 015 317-323.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Communications Satellites; Computer Assisted Instruction; Computer Networks; Computer Simulation; *Delivery Systems; *Distance Education; Foreign Countries; Hypermedia; Information Dissemination; Information Networks; *Instructional Materials; Multimedia Instruction; Postsecondary Education; Research and Development; *Technological Advancement; Teleconferencing; *Training Methods; *User Needs (Information)
IDENTIFIERS- European Communities Commission

This report of the DELTA (Developing European Learning through Technological Advance) Exploratory Action identifies and synthesizes the most promising findings of the 30 projects involved in the Action. The purpose of the report is to disseminate among the educational technology community the technology and services so far achieved, and to provide a mechanism to allow further development of DELTA results in the follow-up of this research action. It is noted that the original workplan of the DELTA project was aimed at improving the knowledge on all facets of the development of advanced educational and learning technologies in Europe. Chapters are as follows: (1) "The Flexible and Distance Learning Market," which covers the market structure, user's needs, producers' needs, conditions for the uptake of learning technologies, and awareness and information activities; (2) "Applications and Systems Developments," which covers learning material development, learning systems, simulation techniques, hyper/multi media, training information systems, and remote course delivery systems; and (3) "Methodologies for Delivery of Training," which covers models and methodologies, evaluation and assessment, and description and assessment of experiences outside of DELTA. Seven annexes contain: listings of DELTA projects and contact points; references to DELTA Exploratory Action deliverables and results; relevant documents issued by the DELTA office; background references; pointers to RACE projects; pointers to ESPRIT projects; and a list of abbreviations. (DB)

Reality; (36) Apple Introduces Low Cost Printers; (37) New Folktale Videos Feature Celebrities; (38) Great Books Foundation Targets Early Readers; (39) Children's Books--Oldies Are Goodies; (40) Primary Math Texts Result from Research; (41) New Calculators Gain Popularity; (42) Math Maverick Reports Success; (43) National Computer Network Before Congress; (44) Tandy Offers Teachers New Home Computer; (45) Electronic Encyclopedia Products Available; (46) Apple II Card Now Ready; (47) Museum Microscope Suited for Classrooms; (48) Middle East Coverage Rated Poor; (49) Children's Classics Available in Spanish; (50) Teacher Television To Debut in Fall; (51) Major New Series from Children's Television Workshop; (52) Sexism in Textbooks; (53) Interactive Multimedia Comes of Age; (54) Avoid Monitor Burn-In. Most of the issues feature a column on research and reports. (DB)

ED 340 355   IR 015 350

Ols, John M., Jr.
Copyright Law Constraints on the Transfer of Certain Federal Computer Software with Commercial Applications. Testimony before the U.S. Senate Committee on Commerce, Science and Transportation.
PUB DATE- Sep 91
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Computer Software; Computer Software Development; *Copyrights; *Federal Legislation; Information Dissemination; *Private Sector; Research and Development; *Technology Transfer

Under current federal copyright law (17 U.S.C. 105), federal agencies cannot copyright and license their computer software. Officials at the Departments of Agriculture, Commerce, and Defense, the Environmental Protection Agency, the National Aeronautics and Space Administration, and the National Institutes of Health state that a significant portion of their laboratories' software has not been effectively transferred to and used by U.S. businesses because of the copyright prohibition. Businesses are unwilling to invest in documenting and developing commercial applications for federal software without having copyright protection. Effective transfer of software is an appropriate goal that could be achieved by amending the law to provide agencies the authority to copyright and license computer software with commercial applications. Such a change, however, should be balanced against the concern that licensing software to individual companies might exclude the public's access to this software and related federal databases. Two options for accommodating these concerns and achieving effective transfer are available. One would be to amend the copyright law to allow federal agencies to copyright and grant licenses to computer software on a case-by-case basis. Alternatively, the Stevenson-Wydler Technology Innovation Act of 1980 could be amended to allow federal agencies to copyright and grant licenses to federal software developed under a cooperative research and development agreement. Proposed legislation (S. 1581) takes the second approach and should enhance the ability of federal agencies to enter into collaborations with U.S. businesses. It would also allow federal researchers who develop software that is subsequently commercialized under such an agreement to share in royalties, which would be consistent with federal policy for rewarding federal inventors. (DB) the search and file transfer modules and such interface design issues as the screens, search sequence, and indexing modules. The fifth section provides a detailed description of the system, and future plans for the interface are presented in the sixth, together with a summary of the major issues and recommendations and conclusions. Documents related to the project are appended, including two requests for proposals (one for a minicomputer and the other for database management software), sample data output, and full codebook. (MAB)

ED 340 374 IR 053 872

Hakala-Ausperk, Catherine
Are Young Adults Getting Younger?
PUB DATE- Apr 91
NOTE- 61p.; Master's Thesis, Kent State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Access to Information; *Adolescent Literature; Grade 5; Grade 6; Intermediate Grades; Library Collections; *Preadolescents; *Public Libraries; Reader Response; Reader Text Relationship; *Reading Habits; Reading Materials; *Recreational Reading

By analyzing the survey responses of almost 600 fifth and sixth graders, this study points to existing discrepancies between what most public librarians consider a young adult and what the youths consider themselves. Building on past research in the field of education, the writer points out that schools have done much to examine the phenomena of early adolescence and, as a result, have in many cases changed the structure and content of their fifth and sixth grades to meet their particular--and changing--needs. Parallel research in the field of public libraries shows no such suggested changes and the results of this study go on to suggest that perhaps some are needed. According to these survey results, more than 30% of the students said they would prefer to use the Young Adult room in a public library, even though that department does not usually cater to patrons under 13 years of age. These 10- through 12-year-olds went on to list the most recent titles they had checked out for pleasure, and nearly half of those ended up being classified into a department "older" than the one into which these youths are thought to fit. The survey questionnaires, letters of permission, and a list of titles selected by survey respondents are appended. (30 references; 11 figures) (Author/MAB)

ED 340 375 IR 053 873

Steiner, Marilyn C.
History of Children's Library Services in the Youngstown Public Library, 1880-1990.
PUB DATE- Jul 91
NOTE- 55p.; Master's Thesis, Kent State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Historical Materials (060)
DESCRIPTORS- *Childrens Libraries; *Childrens Literature; History; Library Circulation; Library Collections; Library Facilities; *Library Services; Public Libraries; *Reading Programs

With the results of the first national survey of children's library services in the United States to be finalized in 1991, Arguing that remedial/developmental students' lack of exposure to the fine arts relegates them to a permanent underclass within the student body, this paper describes the use of poetry, music, and other materials drawn from the fine arts in a remedial writing class. After presenting a rationale for including artistic concerns in the developmental syllabus, the essay explains how the instructional goal of creating a writing/reading community is pursued in class: (1) students work in small groups, sharing every piece of writing throughout the process of development, from initial brainstorming and drafting, to editing and revision; (2) the teacher specifies the audience and purpose for each assignment to help students understand that writing involves discovery of new ideas and the clarification of ideas for the writer and the reader; (3) group discussions and writing assignments are based on the instructor's own poetry and a collection of poems either selected or written by the students; (4) a structured assignment encourages students to respond emotionally and intellectually to paintings; and (5) students use the compare and contrast rhetorical mode to analyze two different and probably unfamiliar musical selections. The course structure and assignments emphasize the instructor's role as "fellow experiencer" and "participant" rather than "expert," and interject an element of positive play that encourages a high level of commitment to the task and to self-discovery. Sample writing assignments based on poetry, paintings, and music are included. (EJV)

ED 340 395 JC 890 337

Kotula, John R.; Decker, Henry J.
Managing the Community College with an Entrepreneurial Spirit.
PUB DATE- 13 Jun 89
NOTE- 17p.; Papers presented at the conference of the League for Innovation in the Community College, "Leadership 2000" (San Francisco, CA, June 11-14, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Planning; Community Colleges; Cooperative Programs; Income; Labor Education; On the Job Training; *Participative Decision Making; Performance Contracts; Program Descriptions; *Retraining; *School Business Relationship; Two Year Colleges
IDENTIFIERS- *Delaware Technical and Community College

Drawing from experiences at Delaware Technical and Community College (DTCC), these papers discuss the institution's entrepreneurial approach to two aspects of college administration: developing relationships with business and industry, and management planning. Entrepreneurship is defined as the ability to find and evaluate opportunities, locate needed resources, and take action. First, John R. Kotula traces DTCC's efforts to involve faculty and staff in providing flexible, customized services to businesses on a contract basis. A description is provided of DTCC's Industrial Training Division, an entirely self-sustaining program, which in 1987 executed over 136 contracts and received more than $2.8 million in revenues. Examples of the Industrial Training Division's programs are cited, including an employee retraining program for Research and Development Laboratory Technicians, a three-year training program to facilitate a company's transition to robot- and microprocessor-based production, and short-term findings included the following: (1) 37 students were enrolled in morning classes, and 68 in evening classes, with females outnumbering males in both groups; (2) 79.7% of the morning and evening students were single parents; (3) 77% of the day students and 53% of the evening students had children under 5; (4) 59.4% of the morning students and 37.8% of the evening students indicated that responsibilities for child care were an obstacle to taking ESL classes, and 35.1% of the morning students and 45.9% of the evening students listed lack of help with household duties as a difficulty; (5) the most commonly cited difficulties with school among morning students were hearing other languages in the English classroom, understanding the professor, and understanding academic advisers; (6) evening students cited understanding the readings, getting the wrong advice on courses to take, and understanding homework and written directions on tests as problems; and (7) 59.4% of the morning students and 50% of the evening students found problems dealing with forms and applications, registering for courses, and understanding academic advisors and financial aid consultants. The questionnaire is attached. (JMC)

ED 340 412   JC 910 573

Krider, Charles E.; And Others
Adult Basic Skills and the Kansas Workforce. Executive Report.
SPONS. AGENCY- Kansas Inc., Topeka.; Kansas State Dept. of Education, Topeka.
PUB DATE- Aug 91
NOTE- 169p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Basic Skills; College Role; Community Colleges; Dropouts; Educational Innovation; Instructional Materials; Job Skills; Labor Education; *Labor Force Development; Program Descriptions; Questionnaires; State Surveys; Teaching Methods; Two Year Colleges
IDENTIFIERS- *Kansas

This report considers the basic skills levels of adults in Kansas, the provision of basic skills training by public and private agencies, and policy options for improving the basic skills of Kansas's workforce. Following a detailed executive report, chapter 1 reviews the workforce challenge, economic and technological changes, and shifts in management styles and in the Kansas workforce. Chapter 2 focuses on the evolution of basic skills terminology and measures, the extent of the basic skills deficiency problem, dropouts in the state, skill deficiencies among individuals with a high school diploma or General Educational Development diploma, and the consequences of inadequate basic skills. Chapter 3 examines federal and state support for adult basic education (ABE), discusses the workings of and key players in Kansas's literacy programs, and presents a comparison of ABE efforts in Kansas with national norms. Chapters 4 contains results of a survey of basic academic skills (BAS) providers, examining skills taught, format and materials used, and evaluation methods. Chapter 5 details results of a survey of the ABE activities of Kansas businesses, examining the content of BAS training provided, providers and training methods utilized, and money spent on BAS instruction. Finally, chapter 6 presents a series of policy considerations. Appendixes include information on innovative ABE programs in Kansas and in other states; barriers to

NOTE- 56p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Decision Making; Diffusion (Communication); *Institutional Research; Questionnaires; *Research Utilization; Self Evaluation (Groups); State Surveys; Tables (Data); Two Year Colleges; *User Satisfaction (Information); Use Studies
IDENTIFIERS- *Miami Dade Community College FL

In 1991, a study was conducted to determine the effectiveness of the institutional research (IR) office at Miami-Dade Community College (M-DCC). Two surveys were used to gather information for the study. The first was sent to the 285 M-DCC employees and board members on the IR office's mailing list, while the second was sent to 43 individuals, including IR personnel at other Florida community colleges, personnel at the Division of Community Colleges, and members of the Post-Secondary Education Planning Commission. Overall, about 35% of those surveyed at M-DCC returned their questionnaires, while statewide, 62% of those surveyed responded. Results indicated a high level of information use of IR reports by M-DCC respondents, and the vast majority of respondents found the information useful in decision making. IR publications generally received high ratings on the dimensions of timeliness of information, usefulness of information, readability, accuracy, ability to sustain interest, and objectivity. In addition, respondents who had requested individual information from the office in the previous 6 months were almost uniformly pleased with the information and help they received. Results from the statewide survey were also generally positive. Almost all (90%) of the respondents were aware of M-DCC's Institutional Research office, and 70% had used the results of M-DCC studies in their own work. On every area of the survey, over 85% of the respondents rated the office as "good" or "excellent." Appendixes provide survey results and questionnaires. (JMC)

ED 340 430 JC 920 036

Jones, Enid B., Ed.
A Model for Deriving the Transfer Rate. Report of the Transfer Assembly Project.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Credits; *College Transfer Students; Community Colleges; *Data Collection; Educational Mobility; Higher Education; Institutional Evaluation; *Institutional Research; *Mathematical Formulas; Models; Questionnaires; Research Utilization; *Transfer Programs; Two Year Colleges; Two Year College Students; Universities

In 1989, a joint project was undertaken by the American Association of Community and Junior Colleges, the National Center for Academic Achievement and Transfer, the Center on Community College Education, and the Center for the Study of Community Colleges to disseminate data and research findings on second section examines the emergence of the KCCS in 1962, reviews the reasons for it being placed under the control of the state university system, and lists the 14 colleges in the KCCS including the dates they were established. Next, the report reviews the three legislatively mandated functions of the KCCS, which include: providing career-oriented programs, curricula for the first 2 years of a baccalaureate program, and general education opportunities for the public. The remaining sections list nine questions for discussion by the Commission concerning the mission and emphasis of the KCCS; present the revised Kentucky legislative statutes relating to the establishment of the KCCS; and include a KCCS policy statement and policy manual. (PAA)

ED 340 447 JC 920 060

Access to Higher Education. An Overview of the University of Kentucky Community College System, Part Two.
PUB DATE- 89
NOTE- 52p.; In its: "Overview of the Community College System," prepared for the Commission to Study the Future of the Community Colleges in Kentucky, p33-69, 1989 (JC 920 058).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Access to Education; Ancillary School Services; College Graduates; Community Colleges; Enrollment; Enrollment Influences; Enrollment Trends; Faculty Development; *Open Enrollment; Program Descriptions; Remedial Programs; *Student Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS- Kentucky; *University of Kentucky Community College System

The Commission to Study the Future of Community Colleges in Kentucky was established in 1988 to review the accomplishments of the Kentucky Community College System (KCCS), to assess its current status, and to provide direction for the KCCS towards the year 2000. Developed as part of a collection of reports on the KCCS for use by the Commission in its work, this report examines aspects of access to education. Specifically, this report provides information, analysis, and data in the following areas: (1) geographical location of the 14 colleges; (2) registration fees for full- and part-time students; (3) open admissions policies; (4) admission to technical (career) programs; (5) specific program offerings; (6) enrollment in the KCCS and enrollment influences; (7) enrollment by degree type; (8) student population characteristics; (9) student academic characteristics; (10) extended campus offerings and enrollments; (11) program graduates; (12) instruction and faculty development; (13) academic advising; (14) student development (support) services; and (14) developmental (remedial) education. The report concludes with a list of 13 questions for discussion by Commission members relating to admissions policies and other aspects of access and access with excellence. Tables listing career programs offered at each of the colleges, detailing enrollment data by program type, gender, and ethnic group, and providing graduation rates by program, are included. (PAA)

ED 340 448 JC 920 061

College/Community Partnerships. An Overview of the University of Kentucky Community College System, Part Three.

together, a more complete picture of factors that influence a child's symbolic play emerges. The findings indicate that the interpersonal relationship does not affect the child's cognitive competency. The mother-child relationship influences the child's abilities to use external assistance appropriately and to explore in the face of frustration: abilities which affect the child's ability to obtain the highest level of symbolic play. Implications for further research with older children are considered. (Author/GLR)

ED 340 466 PS 020 080

Reid, Pamela Trotman; And Others
Children's Self-Presentations with Infants: Age, Gender, and Race Comparisons.
PUB DATE- Apr 91
NOTE- 24p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991). Toner streaks throughout document may affect reproduction quality.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Blacks; Infants; Interpersonal Attraction; Parent Role; Peer Relationship; Preschool Children; Proximity; *Racial Differences; *Sex Differences; *Whites
IDENTIFIERS- African Americans; *Child Behavior; *Child Infant Relationship; Child Responsiveness; Tennessee (Chattanooga)

This study examined gender and race differences in children's interactions with infants. Subjects were 53 black and white children between 8 and 10 years of age. An experimenter of the same race as the children presented them with a 6-week to 12-month-old infant of the same race. Children were photographed with the infant; while playing the role of the parent to the infant; and with a peer of the same race. Measures taken from the photographs were those of proximity, or the distance the child stood from the infant or peer; and expressions of attraction, such as smiling. Results indicated that black children stood closer to peers and infants than did white children. All children stood further from peers than from infants, and closer to infants in the parent condition than otherwise. Children exhibited more attraction behavior in the parent role condition than the other conditions. There were gender differences between white girls and boys, but not black girls and boys. Results are compared to results of an earlier study of preschool children's interactions with infants. A list of 20 references is included. (BC)

ED 340 467 PS 020 083

Powell, Douglas R.
Strengthening Parental Contributions to School Readiness and Early School Learning.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 91
NOTE- 81p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Child Development; Child Rearing; Early Childhood Education; Educational Policy; Expectation; *Learning Readiness; *Parent Attitudes; Parent

Bowlin, Flora Samantha; Clawson, Kenneth
The Effects of Preschool on the Achievement of First, Second, Third, and Fourth Grade Reading and Math Students.
PUB DATE- Nov 91
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 13-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; High Risk Students; Intermediate Grades; *Mathematics Achievement; *Outcomes of Education; *Preschool Education; Primary Education; *Reading Achievement; Student Development

The purpose of this study was to investigate the effect of a preschool program on achievement of first through fourth grade students in reading and math. The subjects of this study were 208 elementary students from the Estill County (Kentucky) School District. All the students were white, from low to middle socioeconomic classes. The experimental group included all students who had attended preschool. The control group was selected randomly from all the students in first, second, third, and fourth grades who did not have preschool experience. Some research has shown that children who attend preschool outperform children who do not attend preschool on standardized tests in later grades. Other evidence suggests that preschool experience may result in reduced placement in compensatory education, less retention in grade, and improved life chances, especially for disadvantaged children. However, formal academic programs in preschool may fail to have desired social results and produce no significant differences in academic gains. In the present study, it was hypothesized that students who had attended preschool would score significantly higher in reading and math on the Comprehensive Test of Basic Skills (CTBS) than children with similar ability who had not attended preschool. Findings did not support the hypothesis: students who had attended preschool did not score significantly higher on the CTBS in reading or math. (SH)

ED 340 487 PS 020 199

Christian, Linda Garris; Bell, David
Developmentally Appropriate Education: A Case Study.
PUB DATE- 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Age Differences; Comparative Analysis; Curriculum Design; *Developmental Programs; Early Childhood Education; Educational Trends; Individual Differences; *Kindergarten; Learning Activities; Play; *Student Centered Curriculum; Teacher Role; Teaching Methods
IDENTIFIERS- *Developmentally Appropriate Programs

This paper maintains that the two basic dimensions of developmentally appropriate practice are age appropriateness and individual appropriateness. For the latter dimension, individuals' patterns of growth, personality, families, and culture are believed to be important. Teachers who use developmentally appropriate practices believe that young children learn by doing; that play is valuable in allowing the child to develop in a natural way; and that young children's methods of learning should govern the ways in which one

Health Services; Screening Tests; *State Standards; *Statewide Planning
IDENTIFIERS- Anthropometric Tests; South Carolina

This manual for South Carolina's child health personnel covers program planning, evaluation, monitoring, and administration, and provides standards, procedures, policies, and regulations concerning health services for children in the state. An initial section on children's health services covers eligibility; the Women, Infants and Children Supplemental Food Program (WIC); Early and Periodic Screening, Diagnosis and Children's Rehabilitative Services (CRS); the High Risk Perinatal Program; the Supplemental Security Income-Disabled Children's Program; school health services; the Preschool Health Appraisal Project; lead screening; metabolic screening; immunizations; and other Health Department services. Other sections concern anthropometric measurements of infants and children; measurement of vital signs and referral criteria for these signs; tips for the collection of blood samples in the laboratory, especially for HIV antibodies; care of the premature infant and tips for care of newborns; guidelines for physical appraisal of children; measures staff can take to protect themselves when they work with children who have HIV/AIDS, congenital syphilis, hepatitis B, or lead poisoning; screening for vision, hearing, and speech; the Denver Articulation Screening Exam; guidelines for referral to a nutritionist or to a social worker; child abuse and neglect; dental care; patient and family health education; and assessment of, and intervention for, genetic disorders. (SH)

ED 340 506 PS 020 237

Reiff, Judith C.
Learning Styles. What Research Says to the Teacher Series.
PUB DATE- 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Achievement; *Cognitive Style; Elementary Secondary Education; High Risk Students; *Individual Differences; Learning Modalities; *Self Concept; Self Esteem; Teacher Behavior; *Teaching Methods; Teaching Styles; Whole Language Approach
IDENTIFIERS- 4Mat System; DICSIE Model; *Flexibility (Teacher); Foxfire; Frustration; Living Classroom (Hall); Pedagogical Intelligence

This monograph reviews several approaches for describing learning styles and the instructional implications of an emphasis on learning styles for teachers. Several reasons for the importance of understanding individual learning styles are provided; such understanding leads to: (1) reduction of teacher and student frustration; (2) higher student achievement and an improved self-concept; (3) accommodation of a variety of learners in a classroom; (4) the versatility that is crucial to learning; and (5) improved communication with administrators, parents, counselors, and other staff. Cognitive, affective, and physiological learning styles are considered. Approaches for describing cognitive styles include brain theories, conceptual tempo, field dependence/field independence, mind styles, modalities, and multiple intelligences. Approaches for describing affective styles include conceptual systems theory activities, aspects of traditional daily life, family structure, survival skills, tribal politics, Native history, spiritual concepts related to the wholeness and interconnectedness of the world and harmony with nature, the purpose of legends, gathering and preparation of Native foods, dance, respect for elders, ceremonies, social customs, and symbols. Native tribes and peoples represented are the Gitxsan, Navajo, Zia Pueblo (Keres), Snohomish, tribes of Puget Sound, Narragansett, Tlingit, Passamaquoddy, Ketchikan, Tsimpshian, Haida, Ojibwe (Chippewa), Eskimo, Metis, and Athapascan. (SV)

ED 340 526 RC 018 322

Dion, Susan
Indian-White Relations: Historical Foundations. Wisconsin Woodland Indian Dissemination Project. Bulletin No. 0407.
PUB DATE- 90
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *American Indian History; American Indians; Culture Contact; *Federal Indian Relationship; *Racial Relations; Secondary Education; State History; *Tribes; Units of Study; Whites
IDENTIFIERS- Menominee (Tribe); Ojibway (Tribe); Potawatomi (Tribe); *Wisconsin

This curriculum unit introduces students to the long and complex history of American Indian-White relations in the area that is now Wisconsin. Five historical narratives cover: (1) a general background to Indian-White relations, initial culture contact, and items of cultural exchange; (2) trade, peaceful relations, and intermarriage between the Ojibway and Menominees and the French; (3) sovereign Indian nations (Ojibway, Menominees and Potawatomi) and European power politics in the 1700s; (4) Wisconsin Indian tribes (along with relocated New York Indians--Stockbridge Munsel, Oneida and Brotherton) and the United States from 1776 to 1900, establishment of reservations, and land allotment; and (5) 20th century issues in Indian-White relations, termination, specific treaty rights, and self-determination. Each narrative is accompanied by a student worksheet that contains definitions and questions. This document also contains guidelines for instruction, a historical overview and list of major points for teachers, a list of 10 selected readings for teachers, tribal contacts, definitions of key concepts, and suggestions for dramatic role-playing to develop students' sense of historical empathy. (SV)

ED 340 527 RC 018 324

Dion, Susan
Current Federal Indian Law and Its Precedents. Wisconsin Woodland Indian Dissemination Project. Bulletin No. 0408.
PUB DATE- 90
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian History; American Indians; Court Litigation; *Federal Indian Relationship; *Federal Legislation;

Cullowhee: A Place of Renewal and Professional Growth.
PUB DATE- 9 Dec 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Creative Thinking; Faculty Mobility; Higher Education; Problem Solving; *Professional Development; *Professional Recognition; Program Development; Program Implementation; Rural Areas; Small Colleges; *Teacher Centers; Teacher Persistence; Teacher Workshops
IDENTIFIERS- *North Carolina Center for Advancement of Teaching

This paper describes residential week-long seminars offered at the North Carolina Center for the Advancement of Teaching (NCCAT) in Cullowhee, North Carolina, Western Carolina University. The center was established in 1985 to reward and support outstanding full-time teachers in North Carolina and to enhance teaching as an art and as a profession. The center operates under three principles: reward, renewal, and retention. Participants are rewarded by an all-expense paid trip to the mountains where they are pampered and have free access to recreational facilities. The primary means for renewal and development is the living or interdisciplinary seminar, which is intended to foster creativity and problem-solving skills. Participants are allowed to choose from a variety of seminars and are encouraged to select topics with which they are only marginally familiar. The seminars are planned by specialists in the arts, humanities, and sciences, assisted as necessary by faculty at Western Carolina University. Keeping the state's most competent teachers in the classroom, i.e., retention, is the core mission of the center. The cost for each participant is approximately $1,650 and is completely paid for by the state of North Carolina. Although it is too early to evaluate whether the program has been successful in keeping competent teachers in the classroom, the center appears to have a visible impact on participants. Many teachers request to return to the center to work on individual projects, and for them alumni seminars have been developed. It is suggested that small, rural colleges may be in a position to offer residential seminars that could be tailored for particular professional groups and their needs. (LP)

ED 340 545 RC 018 449

Fortune, Jim C.; Williams, John
External Evaluation of the Mississippi Band of Choctaw Indians' OSAP High Risk Youth Demonstration Program.
PUB DATE- 13 Nov 91
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 13-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *After School Programs; *American Indian Education; *At Risk Persons; Cultural Education; Demonstration Programs; *Drug Education; Elementary Education; *Prevention; Program Evaluation; Reservation American Indians; *Substance Abuse
IDENTIFIERS- *Mississippi Band of Choctaw (Tribe)

The Mississippi Band of Choctaw Indians' OSAP High Risk Youth Demonstration Program seeks to prevent substance abuse through experiences offered in an after-school program. In 1990-91 the

Evaluation Methods; Foreign Countries; International Educational Exchange; *International Studies; *National Surveys; Science Education; Secondary Education; *Secondary School Science; State Surveys; Student Attitudes
IDENTIFIERS- *International Assn Evaluation Educ Achievement; *National Assessment of Educational Progress; Science Education Research

Large scale assessments of educational progress can be useful tools to judge the effectiveness of educational programs and assessments. This document contains papers presented at the research seminar on this topic held at the Western Australian Institute of Technology in November, 1984. It is the fifth in a series of publications of papers presented at the workshops on different topics. Three papers make up this document. The first, by Wayne Welch of the University of Minnesota, discusses the science aspects of the National Assessment of Educational Progress (NAEP) in the United States. The second, by Malcom Rosier of the Australian Council for Educational Research, discusses the Australian Educational Data Archives System and data-sets collected from the International Association for the Evaluation of Educational Achievement (IEA). The third, by Cassandra Nixon, of the Secondary Education Authority of Western Australia, discusses large scale assessment efforts specifically in Western Australia. (CW)

ED 340 564 SE 050 261

Alaska's Forests...More Than Just Trees. Alaska Wildlife Week April 20-25, 1987. Primary Teacher's Guide, Unit 5.
PUB DATE- 87
NOTE- 135p.; A filmstrip and a poster are included with this unit when ordered from the Alaska Department of Fish and Game (while supply lasts). Drawings and colored pages may not reproduce well. For Unit 4, see ED 270 306-308; for Unit 6, see RC 018 428.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; Botany; *Conservation (Environment); *Ecology; *Elementary School Science; *Environmental Education; *Instructional Materials; Junior High Schools; Middle Schools; Science Activities; *Secondary School Science; Zoology
IDENTIFIERS- *Alaska

This document is the fifth educational packet in the Alaska Wildlife Week Series. This unit emphasizes forest wildlife, ecology, and conservation and includes: a teacher's guide with information, interdisciplinary activities, games, and worksheets; a wildlife poster; forest wildlife cards with illustrations and text describing over 100 organisms that live in Alaska's forest; a forest learning trail with guidelines for setting up a nature trail in a forested site near schools in Alaska; and a forest game for review and reinforcement of the concepts and vocabulary. The material is organized so that each of the five lessons builds upon those previous. An introductory activity is suggested for each lesson to be used along with any of the wide variety of the activities for curriculum integration that are provided. This thematic teaching approach integrates science, language arts, social studies, math, art, and other subjects. The worksheets may be used to review, reinforce, or evaluate student understanding of the lessons. (CW)

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation (Environment); Discussion (Teaching Technique); Environmental Education; Ethics; *Natural Resources; Population Education; *Population Growth; Resource Materials; *Science Activities; Science Education; Secondary Education

Six population education activities presented in both English and Spanish are part of this activity pack. The first, "Population Riddles," helps students to understand just how much one billion is. The second, "Everything Is Connected," helps students to identify ways that factors in human society and the natural environment are interdependent. The third, "Something For Everyone," is a resource management activity that demonstrates the need for short-term conservation practice in the interest of preserving a long-term supply. The fourth, "Taking A Stand On U.S. Issues," discusses ethical issues related to population change and its impacts. The fifth, "Earth: The Apple Of Our Eye," uses an apple to represent the Earth and the amount of water and arable land found on it. The last activity is a population quiz with the answers. (KR)

ED 340 585   SE 052 387

Loveland, David Gray; Reichheld, Beth
Safety on Tap: A Citizen's Drinking Water Handbook.
SPONS. AGENCY- Donner (William H.) Foundation.; Environmental Protection Agency, Washington, D. C.
PUB DATE- 87
NOTE- 71p.; Photographs may not reproduce clearly. Also funded by Texaco.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizenship Responsibility; Community Involvement; *Drinking Water; Environmental Education; Federal Legislation; Government Role; Groundwater; Hazardous Materials; Legislation; Waste Water; Water Pollution; *Water Quality; Water Resources; Water Treatment

This citizen's guide to ensuring a safe supply of drinking water for all provides the information and analysis that individuals need to understand the issues and to participate in local decision making. The sources of drinking water, the types of human activities that results in contamination, and the contaminants that are of most concern are discussed. The workings of a typical treatment plant, who is responsible for ensuring the safety of drinking water, the requirements and effectiveness of the federal Safe Drinking Water Act (SDWA) of 1974, and the substantive changes made by the 1986 amendments to the act are described. Next, this guide surveys the various problems and issues in the management of drinking water. Discussions on how best to provide safe drinking water, what is considered safe, and what it will cost to provide a safe supply of drinking water are topics of discussion. The handbook concludes with a Guide to Citizen Action, designed to help readers learn more about the quality and management of local drinking water and to take action on issues of local concern as well as protect home water supplies. A glossary is provided, followed by a resource list that includes publications, national environmental organizations, health information organizations, professional membership organizations, state interviews of 14 teachers from 3 schools to determine the time allocated for science instruction, the science content of interdisciplinary units, science equipment transfer and storage, pre- and in-service science education of teachers, and science leadership issues. A recurring theme that emerged from the study was the unique situation of the sixth grade science teacher. Seventh and eighth grade teachers in the study did not perceive sixth grade science teaching as "equivalent" to their own; the sixth grade teachers had a feeling of low status in that their equipment and supplies were not equal to that of the seventh and eighth grade teachers. Because of the differences in preservice teacher education of elementary and secondary teachers, it is suggested that the sixth grade teachers receive additional science inservice training and that the seventh and eighth grade teachers receive additional inservice education on interdisciplinary instruction and child development. The study found: that science instruction was enhanced under the new organizational structure; teachers had more instructional time; and teachers were supportive about the middle school organization. (KR)

ED 340 605 SE 052 547

Westbrook, Susan L.; Rogers, Laura N.
An Analysis of the Relationship between Student-Invented Hypotheses and the Development of Reflective Thinking Strategies.
PUB DATE- 10 Apr 91
NOTE- 23p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; Critical Thinking; Grade 9; High Schools; *Hypothesis Testing; *Learning Processes; Physical Sciences; Pretests Posttests; Problem Solving; Process Education; Research Design; Science Education; Science Experiments; *Secondary School Science; Teaching Methods; *Thinking Skills
IDENTIFIERS- *Reflective Thinking

A study was designed to test the hypothesis that a descriptive-type learning cycle was insufficient to stimulate students to reason at a reflective level or to develop an understanding of, and facility with, the processes of scientific investigation. In order to test the hypothesis, four classes of ninth-grade physical science students (n=100) participated in a series of three learning cycles on simple machines. All students engaged in descriptive-type exploration activities followed by invention discussions. The control group conducted prescribed experiments, one experimental group designed experiments to answer a teacher-provided question, and another experimental group generated and tested its own hypothesis. The effects of the treatments were assessed through a pretest-posttest design using Lawson's Seven Logic Tasks, The Test of Integrated Process Skills, and Lawson's revised Classroom Test of Scientific Reasoning (CTSR). All significant gains were made by the two experimental groups. Females in all three groups scored significantly lower than males on the CTSR posttest, although the gender effect was neutralized when students were categorized according to Lawson's criteria for concrete, transitional, and formal. (31 references, 3 tables) (KR) various civic projects and were not isolated into separate ethnic "pockets," the multi-faceted contributions of all ethnic groups are illuminated as well. Divided into units, the topics covered in the course are: women in old Hawaii; early missionary women; views of Hawaii; myths and realities; women and immigration into Hawaii; the urge to philanthropy; women and post-Civil War progressivism; women and the fall of the Hawaiian monarchy; the role of women in cultural preservation; women and the first World War; women in the Depression and the second World War; the coming of statehood: women in social movements and politics; and contemporary role models and new directions. A narrative description of all these units is provided, and a curriculum outline including activities, grading system, and weekly reading assignments is attached. It is hoped that this information may be useful to those teaching courses involving women of color, or Polynesian women, or Asian women; courses on ethnicity or immigration, or courses on U.S. women's history. (DB)

ED 340 623 SO 021 037

Allen, Michael G.
Middle Level Social Studies: Teaching for Transition to Active and Responsible Citizenship.
PUB DATE- 90
NOTE- 97p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; *Citizenship Education; Curriculum Development; Developmental Stages; Educational Resources; Intermediate Grades; Junior High Schools; *Middle Schools; *Social Studies; Student Educational Objectives; Student Needs; Teaching Methods

This publication seeking to assist social studies educators at the middle grades level, this publication considers some of the salient issues in the field of social studies; ways to gain a more comprehensive understanding of the important developmental stage of early adolescence; and how to recognize the importance of developing and implementing sound social studies programs based on this knowledge. Chapter 1 discusses the developmental realities of early adolescence with an emphasis on implications for social studies instruction. Chapter 2 considers social studies specifically with a definition and analysis of the objectives of social studies and guidelines for enhancing instruction. Chapter 3 contains selected resources useful to social studies educators. Chapter 4 offers selected conclusions and recommendations regarding middle level social studies curriculum and instruction. The final section of the publication, contains "resources for additional reading" and provides a wide variety of suggested sources for those wishing to go beyond the scope of the publication. (DB)

ED 340 624 SO 021 195

Asia Wise Workbook Number One.
PUB DATE- 89
NOTE- 77p.; For a related document, see ED 334 097. Some photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

social studies classes. A 12-item list of references is included as well as tables of data. (Author)

ED 340 644 SO 021 691

Fulbright Hays Summer Seminar Abroad Program: Curriculum Projects, 1984.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 81p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agriculture; Area Studies; *Computer Simulation; Foreign Countries; Foreign Culture; Intermediate Grades; Junior High Schools; *Learning Activities; *Social Studies; Student Educational Objectives; Travel; Units of Study
IDENTIFIERS- *China

Three separate curriculum projects were developed to help secondary school educators to teach about the People's Republic of China. "How does China feed its one billion people?" (Susan Ember) is a lesson plan that seeks to make students aware of the dilemma of food supply and shortages in poor, underdeveloped countries. "The history, geography, and language of China," (Dennis D. Smith) provides middle school teachers with a resource guide for the delivery of an exploratory unit of China. "China Connection: A computer simulation game" (Patricia Wasley and Micki McKisson) presents a sample of each of the component parts of a computer simulation game designed to encourage higher level thinking skills and greater global understanding while teams of students engage in simulated travel through four cities in China via the computer. Sections from the teacher's travel guidebook, the student's travel guidebook, and from information contained in the computer are included in order to demonstrate how the game works. (DB)

ED 340 645 SO 021 711

NCSS Position Statement on Testing and Evaluation of Social Studies Students. Position Statement & Guidelines.
PUB DATE- 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Citizenship Education; *Educational Objectives; *Educational Testing; Elementary Secondary Education; Evaluation Methods; *History Instruction; *Social Studies; Standardized Tests; *Student Evaluation; Teaching Methods; Test Bias
IDENTIFIERS- *National Council for the Social Studies

The National Council for the Social Studies is concerned with how the social studies teaching profession can enhance learning in history and the social sciences and develop the skills necessary for participatory citizenship. The purpose of this position statement is to demonstrate how testing and evaluating social studies students can contribute to those ends. It is stated that a comprehensive evaluation plan for social studies includes use of both teacher-made achievement tests and standardized achievement tests. It is recommended that tests focus on stated curricular goals and objectives and be used to

NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Information Dissemination; *Instructional Improvement; Networks; *Program Development; Program Effectiveness; *Teacher Developed Materials; *Teacher Participation; Validated Programs
IDENTIFIERS- *Impact II

This document consists of a program description (including evidence of effectiveness) submitted by the developing institution to the Program Effectiveness Panel (PEP), formerly the Joint Dissemination Review Panel (JDRP), for validation as an exemplary program and eligibility for National Diffusion Network (NDN) funding as a "Developer-Demonstrator" project. IMPACT II is a model program that incorporates a process proven to disseminate teacher-developed, classroom-based programs for the improvement of instruction. The program identifies innovative teachers, awards grants to support the dissemination and adaptation of their exemplary projects, and establishes teacher networks. In order to facilitate the dissemination of good projects, the program sponsors workshops and conferences, annual catalogs, and interschool visits. The IMPACT II national organization provides technical assistance and dissemination guidelines to school systems interested in implementing the model. In a 3-year evaluation of the program experience in public and private schools, IMPACT II teachers were found, on average, to talk with 43 others about their ideas for better teaching. Participating teachers, compared to others, were more likely to use innovative ideas, and new methods of presentation, grouping and classroom management. Participants reported increases in self-esteem and greater professional commitment. The results were stable over time and across three sites. (JD)

ED 340 666 SP 033 082

Spuhler, Lee
Rural Teacher Education Improvement Project.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Dec 89
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; Curriculum Development; Demonstration Programs; Elementary Secondary Education; *Field Experience Programs; Higher Education; *Preservice Teacher Education; *Rural Schools; *Small Schools; *Teacher Education Curriculum
IDENTIFIERS- *Fund for Improvement of Postsecondary Education; *Western Montana College

The 39-month Rural Teacher Education Improvement Project at Western Montana College addressed the critical problem of teacher shortage in Montana, a predominately rural state. The goal was to develop and demonstrate a curriculum that would prepare teachers for rural/small schools. The following components of the training model have been institutionalized: (1) the development of a new curriculum to train teachers for rural/small schools; (2) establishment of laboratory sites throughout Montana for field experience in rural/small schools;

"Encouraging Creativity"; "Poetry, Poets and Teaching Poetry"; "Is More of the Same Better" (should any child repeat the school year?); "Knowing Your Place" (on the ability of young children to rank themselves for academic ability); "Out of the Frying Pan" (success or failure of first-year university students); "Ten Days in New Entrant Classrooms"; "Designing and Evaluating Programmes for Students with Special Needs in Secondary Schools"; and "Fencing In, Turning Down, and Belting Up" (ways of preventing and coping with injuries to small children). (LL)

ED 340 686 SP 033 498

Bartz, David E.; Miller, Laura K.
12 Teaching Methods To Enhance Student Learning. What Research Says to the Teacher.
PUB DATE- Nov 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cognitive Style; Cooperative Learning; Decision Making Skills; Discovery Learning; Educational Objectives; Elementary Secondary Education; Individual Instruction; Large Group Instruction; *Learning Strategies; Mastery Learning; Multicultural Education; Peer Teaching; Student Characteristics; *Teaching Methods; Thematic Approach; *Theory Practice Relationship; *Time on Task; Tutoring

This monograph discusses 12 teaching methods that have a sound theoretical basis, have demonstrated a positive impact on student learning, and have a substantial research base. In many situations, the methods can be combined in such a way that the potential for student learning is greater than if used independently. Since no method will work in every situation for every student, teachers must use professional judgment in matching methods with other variables including students' previous skills and socio-psychological make-up, as well as available resources. In addition to an introduction, a note on multicultural educational suggests that all teaching methods should be implemented in order to complement and support a culturally diverse society. The publication describes the following methods: (1) whole-group instruction; (2) teaching by objectives; (3) adaptive or individualized instruction; (4) mastery learning; (5) cooperative learning; (6) learning styles; (7) direct instruction; (8) discovery method; (9) integrated thematic instruction; (10) peer tutoring; (11) learning by doing; and (12) computer-assisted instruction. (LL)

ED 340 687 SP 033 500

Cuellar, Evangelina Galvan, Ed.; Huling-Austin, Leslie, Ed.
Achieving an Ethnically Diverse Teaching Force.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 91
NOTE- 96p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Beginning Teacher Induction; Elementary Secondary Education; *Ethnic Relations; Higher Education; *Minority Group Teachers; *Multicultural Education; *Teacher Education; Teacher Persistence; Teacher Recruitment; *Teaching (Occupation)
IDENTIFIERS- *Diversity (Institutional); *Diversity (Student);

teaching self-efficacy beliefs than their male counterparts. This hypothesis was tested on two independent samples: a sample of practicing elementary teachers from both rural and urban school districts (N=331) and a sample of rural and urban preservice teachers (N=210). The results revealed significantly higher scores for males on self-efficacy for science teaching in both inservice and preservice samples. No significant differences were obtained for outcome expectancy scores. Findings suggest that methods courses in teacher education programs focus on preservice teachers' own experiences with science and past education inequities. Potential teachers' reflections regarding gender equity and their own educational experiences need to be addressed in order to close the gender efficacy gap and enable all teachers to approach science teaching with the same vigor. (LL)

ED 340 706 SP 033 524

Anderson-Levitt, Kathryn M.
What's French about French Teachers' Views of the Classroom?
PUB DATE- Nov 90
NOTE- 47p.; Paper presented at a symposium at a Meeting of the American Anthropological Association (November 30, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; *Comparative Education; *Cultural Influences; Culture; Foreign Countries; Foreign Culture; Grade 1; Parent Participation; Primary Education; *Student Behavior; *Teacher Behavior; *Teaching Methods
IDENTIFIERS- *France; *United States

The study described here was conducted to compare classrooms in France and the United States. Two brief episodes from a U.S. first-grade classroom and two from a French first-grade classroom were shown to groups of parents and teachers in France, and to groups of teachers in the United States. Participants were asked to record their reactions on a written questionnaire and in group discussions. Questions were open-ended and viewers were asked to list events they noticed and describe students' and teachers' behaviors. Findings suggest three tentative conclusions: (1) some teachers' beliefs and values are part of their national culture; (2) many elements of teachers' professional teaching culture might best be analyzed in the context of their national culture of schooling; and (3) some beliefs and values about teaching belong to a culture which is neither a professional nor a national culture. Appendixes include: descriptions of the taped episodes; the viewing sessions; a sample page of the questionnaire; and tables listing tentative analysis from preliminary coding. (LL)

ED 340 707 SP 033 527

Dockweiler, C. J., Ed.
Science Education Reform: Implications for Teacher Education. Conference Proceedings (College Station, Texas, May 17-18, 1991).
PUB DATE- May 91
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Change Agents; Change Strategies; Elementary Secondary Education; Higher Education; Integrated Activities;

with specified procedures for applying the standards annually in every school and system in the state. At this time, only legal adherence is assessed. The CES was designed to manage data effectively and efficiently using dBASE IV through the following steps: (1) raw data entry; (2) assessment of individual standards and indicators; (3) establishment of databases of evaluation results; and (4) generation of reports at the school, district, or system level. Database files include the name, the code, the validation flag for each school or district, and various compliance flags for each indicator of legal adherence. The system is designed for ease of use and has performed well. Changes will be made as legal requirements change. Three figures illustrate the design of the system. (SLD)

ED 340 724   TM 017 768

Wang, Xiaoping; Knight, W. Hal
Readiness and Achievement Motivation: An Investigation of the Validity of the Readiness Scales in Hersey and Blanchard's Situational Leadership.
PUB DATE- Nov 91
NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (20th, Lexington, KY, November 12-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Need; *College Faculty; Concurrent Validity; *Construct Validity; Educational Experience; Higher Education; Job Performance; *Leadership Styles; Maturity (Individuals); Models; Occupational Tests; *Rating Scales; *Readiness; Work Experience
IDENTIFIERS- Achievement Orientation Scale (Ray); *Employee Readiness; Hersey Blanchard Situational Leadership Model; Manager Rating Scale; NachNaff Scale; Staff Member Rating Scale

The construct validity of two measures of employee job readiness was investigated by examining the relationships between job readiness and achievement motivation, and between readiness and the variables of education and work experience. The readiness, or maturity level, of employees is an important concept in the situational leadership model, which asserts that leader effectiveness is maximized by appropriately matching leadership style with employee readiness. Instruments used included the Manager Rating Scale (MRS) and the Staff Member Rating Scale (SMRS). Concurrent validities of the NachNaff Scale and the Achievement Orientation Scale were addressed as achievement motivation was measured. Subjects were department chairs and faculty members from 12 institutions of higher education. Useable data were received from 222 subjects (25% of the original sample). Data were analyzed using Pearson product-moment correlation, t-tests, and one-way analysis of variance. Findings that a follower's (employee's) educational and work experience were correlated with task-relevant job readiness confirm that leaders can rely on these variables in assessing job readiness. However, there was a lack of identified relations between readiness and achievement motivation. No evidence was found for the concurrent validity of the NachNaff and Achievement Orientation Scales. In addition, the measures do not appear to discriminate adequately among readiness levels. Six data tables and a 17-item list of references are included. (SLD)

ED 340 725   TM 017 770

oversight from the Navy. Appearing were witnesses representing the Office of Naval Research, the General Accounting Office, Stanford University, and the Defense Contract Audit Agency. Two months later the committee met again to hear suggestions for changing the regulatory and staffing practices of audit agencies, and to hear about the status of audits initiated shortly after the first hearing at the 41 universities that the Office of Naval Research oversees. Appearing were witnesses representing the Department of Health and Human Services (HHS), the Office of Grant and Contract Financial Management, the Inspector General, Office of Naval Research, and the Defense Contract Audit Agency. Included are the prepared statements of the witnesses, an HHS report, "Federal Funding to Colleges and Universities in Support of Research" and various documents and letters from Stanford University. (JB)

ED 340 282 HE 025 132

Reauthorization of the Higher Education Act of 1965. Hearings before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United States Senate, One Hundred Second Congress, First Session, on March 26, Montpelier, VT; March 27, Chicago IL; April 2, Hartford, CT; April 3, Mystic, CT; April 19, Catonsville, MD; April 30, Orangeburg, SC; March 21, April 11, and 26, 1991, Washington, DC. Part 1.
PUB DATE- 91
NOTE- 1,197p.; For related document, see HE 025 133. Some attachments have reduced size type.
LANGUAGE- English
EDRS Price- EDRS Price - MF09/PC48 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; Black Colleges; College Students; Community Colleges; *Educational Legislation; *Federal Aid; Federal Legislation; Grants; *Higher Education; Minority Groups; Paying for College; Records (Forms); State Federal Aid; *Student Loan Programs
IDENTIFIERS- Congress 102nd; Connecticut; *Higher Education Act 1965; Maryland; South Carolina; Vermont

The first of nine hearings on reauthorization of the Higher Education Act, held in Washington, District of Columbia, (D.C.), addressed financing a college education including grants versus loans and supplemental student aid programs. The second hearing, held in Vermont, featured executives of local education institutions, college and high school students, and officers from the state educational loan agency. The third hearing, held in Illinois, included testimony on structuring federal aid to higher education from officials in higher education, teachers, students, city officials and others. The fourth and fifth hearings were held in Connecticut and featured witnesses from that state on access and choice issues in higher education. The sixth hearing was held in Washington, D.C. and featured the Secretary of the Department of Education, Lamar Alexander. The seventh hearing, held in Maryland, included officials from universities, colleges, and community colleges around the state and a panel of college students. The eighth hearing took place in Washington, D.C. and focused on the simplification of application procedures. The ninth hearing was held in South Carolina and featured witnesses on the historically black colleges and universities. The text contains the prepared statements of witnesses as well as many other statements, letters and additional materials submitted for the record. (JB) that began in 1987. Responsibility center budgeting is based on three principles: (1) all costs and income attributable to each school and other academic unit should be assigned to that unit; (2) appropriate incentives should exist for each academic unit to increase income and reduce costs to further a clear set of academic priorities; and (3) all costs of other units, such as the library or student counseling, should be allocated to the academic units. The book's 11 chapters have the following titles: "When It All Started," "Principles of Responsibility Center Budgeting," "Defining Responsibility Centers," "Attribution of Income," "Allocation of Costs to Responsibility Centers," "Determining Total Costs," "Bringing Income and Expenditure Together," "Implementation," "Budget Construction Under Responsibility Center Budgeting," "Outcomes and Opportunities," and "Care and Feeding of the Monster." An appendix treats the determining of total costs. An afterword by John R. Curry describes the implementation of the same approach since 1982 at the University of Southern California. Included are an index, 56 tables and 16 references. (JB)

ED 340 302   HE 025 153

Gaines, Thomas A.
The Campus as a Work of Art.
PUB DATE- 91
NOTE- 168p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Architectural Character; Architecture; Art Appreciation; Campuses; *Campus Planning; Colleges; Educational Environment; *Educational Facilities Design; Higher Education; Regional Characteristics; Universities; Urban Schools

This book looks at the architecture, landscaping and planning of college and university campuses as an art form. It explores the elements and principles that come together to make a successful campus and the importance of visual environment to the activity that takes place in it. A discussion of planning and campus components touches on libraries, classroom buildings, administration buildings, student centers, dormitories, chapels, museums, and gathering places. The urban campus is explored in the context of its special requirements and opportunities. In contrast, the creation of newarly entire campuses at once in recent years of high demand for new institutions has created rare opportunities for architects to practice advanced theories of planning and design. One chapter looks at architectural regionalism as it had developed under the influence of historical period, local culture, materials and methods and climate and landscape. Types reviewed include New England, the South, the Middle West, and the West. A chapter entitled "Disappointments and Missed Opportunities" makes the argument for professional planner involvement in campus design. The final chapter described 13 outstanding campuses in detail. An appendix lists the top 50 campuses rated for overall design quality. Included are a 98 item bibliography and an index. (JB)

ED 340 303   HE 025 155

Miller, Fred; Cano, Vicente
Integrating Overseas Language and Business Education in a Statewide Consortium.

ED 340 321 HE 025 174

Smoot, Joseph G.
Pittsburg State University Development Achievements for Fiscal Year 1991.
PUB DATE- 91
NOTE- 172p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Donors; Endowment Funds; Financial Support; *Fund Raising; Higher Education; *Institutional Advancement; *Private Financial Support; State Universities
IDENTIFIERS- *Pittsburg State University KS

The report of the Pittsburg State University (Kansas) development program for fiscal year (FY) 1991 addresses the annual fund, planned giving, the Pittsburg State University (PSU) Foundation, the Capital Campaign, and development plans for FY 1992. The university strives to provide additional private funding to supplement state support. Total private support for PSU in FY 1991 was $2,169,447. Total private support for FY 1990 was $3,138,308. PSU ranked third, nationally, in dollars raised per-student-enrolled. From FY 1990 to 1991 alumni donors increased from 4,163 to 4,947; this resulted in an increase in the solicitation percentage effectiveness ratio from 14.3 percent for FY 1990 to 17.53 percent in FY 1991. Foundation support of PSU was $43,852 for FY 1991. Business support in FY 1991 was $1,223,009 (56 percent) compared to $647,901 (20.64 percent) for FY 1990. The PSU Foundation Investment Funds (market value) amounted to $9,666,352 at the end of FY 91 compared to $9,008,821 in FY 1990. appendixes list annual development calendars, comparative Council for Aid to Education tables, Office of Research proposals and grants, alumni of record policy and statistics, phonathon report, bequests to PSU Foundation cumulative record, PSU Foundation Board of Trustees, PSU Foundation by-laws, PSU Foundation endowment study, and volunteers on PSU Advisory councils. Included are 25 tables. (JB)

ED 340 322 HE 025 176

Carlson, Jerry S.; And Others
Study Abroad: The Experience of American Undergraduates in Western Europe and the United States. Occasional Papers on International Educational Exchange Research Series.
PUB DATE- Oct 91
NOTE- 69p.; Abridged version of the original book; edited by Elinor G. Barber and Barbara B. Burn.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; Career Choice; *College Students; Cultural Awareness; Higher Education; Individual Development; *International Educational Exchange; Private Colleges; Second Language Learning; Social Development; State Universities; *Student Characteristics; *Study Abroad
IDENTIFIERS- Kalamazoo College MI; University of California; University of Colorado Boulder; University of Massachusetts Amherst

A study was done to examine the effect of study abroad experiences on undergraduate students both in their

ED 340 339 IR 015 317

Moller, Morten, Ed.; Shaughnessy, Haydn, Ed.
Telematic Infrastructures for Flexible and Distance Learning "Electronic Universities." A Report from DELTA Workshops on Telematic Networks for Distance Education and Training "Electronic Universities" and on Learning Technology (October 1990, November 1990).
PUB DATE- Apr 91
NOTE- 86p.; For related reports, see IR 015 316-323.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Networks; *Distance Education; Foreign Countries; Futures (of Society); Higher Education; Information Networks; Lifelong Learning; Multimedia Instruction; Open Universities; Political Issues; *Research and Development; *Technological Advancement; *Telecommunications; Training Methods; User Needs (Information)
IDENTIFIERS- *Electronic Universities; European Communities Commission

This report is based on contributions to two workshops arranged jointly by Task Force Human Resources and the DELTA (Developing European Learning through Technological Advance) Unit. The purpose of collecting these papers was to provide an overview of the implications of the DELTA Exploratory Action outcomes for future research. After the preface by Roland Huber and an introduction by Morten Moller, the following papers are presented: (1) "Community Policy in Distance Training and Education" (Hywel C. Jones); (2) "Telematic Services for Education in the Context of the New Framework Programme for Research and Development" (Joan Majo); (3) "Community Actions and Priorities in Open and Distance Education and Training--Distance Learning Initiatives" (R. Charters d'Azavedo); (4) "Rationale for a Telematic Infrastructure for Distance and Flexible Learning (Electronic Universities)" (Luis Rosello); (5) "Towards the European Electronic University" (Rhys Gwyn); (6) "Developing Acceptance--How Can Integrated Systems Be Used for Industry-Oriented Distance Education and Training?" (Soren Nipper); (7) "Course Delivery and Student Support Systems for Distance Teaching and Training" (F. H. D. Gastkemper); (8) "Introduction to JANUS" (Paul Bacsich); (9) "DEDICATED--Development of a New Dimension in European Computer-Aided Teaching and Education" (J. Encarnacao, M. Gunther, Ch. Hornung, A. Knierriem. and H. Kuhlmann); (10) "Overview of the Camce Communication System: A Potential Communication Framework Supporting Multimedia Courseware Development Process in a Distributed Environment" (Marco Carosi and Francesco Feliciani); (11) "The Need for Large Scale Experiments in Flexible Learning" (Pierre Landry); (12) "Remote Training Services: A Medium-Term View" (Richard Walker); and (13) "Evaluation and Assessment Strategies for Pilot Experiments" (Chris Curran and Ann Wickham). (DB)

ED 340 340 IR 015 318

Hermant, Corinne, Ed.; van Langenhove, Lieve, Ed.
Markets and Standards for Advanced Learning Technology. A Report from a DELTA Workshop on Markets and Standards of Advanced Learning Technology (Milanfiori, Italy, December 1990).
PUB DATE- Apr 91
NOTE- 80p.; For related reports, see IR 015 316-323.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

ED 340 356 IR 015 351

Media Automation...Impact on Students.
PUB DATE- Oct 91
NOTE- 52p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Access to Information; Course Integrated Library Instruction; High Schools; *Information Retrieval; Instructional Materials; Learning Resources Centers; Library Automation; Microcomputers; *Online Catalogs; *Online Searching; *Search Strategies; Student Attitudes; Surveys; Teacher Attitudes; Use Studies
IDENTIFIERS- Davidson County School District NC

In the fall of 1990, the Computer Services Section of the Department of Public Instruction in North Carolina began a project to study how the use of an online catalog in the media center would influence student academic achievement and provide a vehicle for students to gain the skills needed to access information. For a year, the media professionals in two high schools in Davidson County worked with an online catalog to collect student information and evaluate its impact on instruction. This four-part report begins with a brief overview of the Online Catalog Project, including the software and equipment used. Project activities and outcomes are presented in the second part, including copies of the student and teacher questionnaires together with analyses of the responses and analyses of the data obtained from online catalog user logs, nonfiction circulation records, and student writing samples. The third part, Project Conclusions, includes the major finding--i.e., an examination of the study as a whole indicates that the online catalog had a significant and positive effect on the ability of students to access information and become more independent in retrieving information--as well as helpful hints and a brief statement of the benefits of instruction in online searching to the research process. The fourth part contains instructional materials developed during the project, including guide sheets, vocabulary, student activity sheets, lesson plans, and research assignments intended to provide guided practice using the online catalog with special emphasis on keyword and Boolean strategies. (DB)

ED 340 357 IR 015 352

Resources for School Leaders: A List of Materials Available through the Colorado Department of Education Resource Center.
PUB DATE- Sep 91
NOTE- 23p.; Project LEAD (Leadership in Educational Administration Development).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Curriculum Development; Distance Education; Early Childhood Education; Educational Planning; *Educational Resources; Educational Technology; Elementary Secondary Education; *Equal Education; High Risk Students; *Multicultural Education; *Rural Education; *School Restructuring; Staff Development

This bibliography contains lists of resources for school leaders a historical perspective on library service is warranted to add comparative value to the new findings. The Youngstown (Ohio) Public Library, which began with a small collection in 1880, traces its history of children's services as far back as public library service to children is documented; and therefore, its history can be generalized to give retrospective value to the national survey. The development of children's services is traced in a narrative based upon archival records of the library system. The paper concludes with a brief assessment of the library's service to children today. (99 endnotes; 77 references) (MAB)

ED 340 376 IR 053 874

Protiva, Timothy J.
A Study of Outreach Services to Preschool Children and Their Care Givers.
PUB DATE- Apr 91
NOTE- 46p.; Master's Research Paper, Kent State University. Poor quality type throughout.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Bookmobiles; Day Care; Library Extension; Library Services; Mobile Educational Services; *Outreach Programs; *Preschool Children; Preschool Education; *Public Libraries; Reading Programs
IDENTIFIERS- *Project LEAP OH

A survey was conducted of libraries that responded with interest to an article written about Cuyahoga County Public Library's Project LEAP, Library Educational Alternatives for Preschoolers. Project LEAP is an outreach service designed to get books to children who are in day care facilities and cannot come to the library. From this survey, a list of outreach services to preschool children and their care givers was compiled as part of the study. A description of the libraries was also obtained to see if there was a correlation between certain library demographics and whether or not a library had outreach services to preschool children. An annotated listing of libraries with outreach services is attached. (25 references) (Author/MAB)

ED 340 377 IR 053 875

Schwartz, Robin L.
Ohio Home-Schooled Children and Their Use of Public Library Resources.
PUB DATE- Nov 91
NOTE- 50p.; Master's Thesis, Kent State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Home Schooling; Information Utilization; Instructional Materials; *Library Materials; Parents as Teachers; *Public Libraries; Questionnaires; Surveys; *User Needs (Information); *Use Studies
IDENTIFIERS- Ohio

Across Ohio and the rest of the United States, some children are being educated at home by their parents instead of attending public or private schools. This movement is called home-schooling. Little is known about these home-schooled children and their use of public library resources to supplement and enrich their home-school education. This exploratory survey training programs in banking operations. Next, Henry J. an entrepreneurial spirit into a college. Requirements for achieving a kinetic style of management are identified, including extraordinary efforts at communication; goal setting; accountability; an open, fair, responsive, and encouraging management style; and a disciplined process to encourage meaningful participation in decision making. Finally, a description is provided of DTCC's formal planning process and its effects on line managers' sense of responsibility. (ALB) .pa

ED 340 396 JC 900 040

Fullen, James, Ed.
OATYC Journal, Vol. I, Nos. 1-2, October 1975-March 1976.
PUB DATE- 76
NOTE- 104p.; This journal is being entered into ERIC, one year's worth at a time, with "Table of Contents" type abstracts, in order to provide indexing access to the individual articles via the text of the abstract.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *College Instruction; College Programs; Community Colleges; Institutional Characteristics; Professional Associations; *Teaching Methods; *Technical Education; Two Year Colleges; Vocational Education
IDENTIFIERS- *Ohio

"OATYC Journal," which is published by the Ohio Association of Two-Year Colleges, is designed as a forum for the exchange of concepts, methods, and findings relevant to the two-year college classroom. Along with commentaries and letters of reaction from the readership, the two issues of volume I contain the following major articles: (1) "Productivity," by Robert S. Zimmer; (2) "Focus: An Interdisciplinary Effort at Lourdes College," by Sister M. Andre Chorzempa; (3) "Small Group Discussion Versus Lecture Methods: Effect on Students' Achievement and How They Rate Their Teacher as Well as the Class," by B. A. Garwood; (4) "Employability: A Necessary Goal of Education!" by Temoleon Rousos and Betty Hartley; (5) "Practicum: Central Ohio Technical College's Policy for Improved Spelling," by Lee Hall; (6) "Forum: Collective Bargaining in the Two-Year College," by Robert A. Barnes and William D. Hitt; (7) "Focus: Filling the Need for Technicians and Paraprofessionals," by Howard Vawters; (8) "Toward Scholarship," by M. Beth Hunker; (9) "Articulation for Nursing Education: Implications for Student Personnel Services," by Francine P. Hekelman; (10) "On the Appropriateness of Plato's "Meno" as a Teaching Model," by Joyce Burt Brice; (11) "Central Ohio Technical College Policy on Faculty Tenure"; (12) "Forum: Teaching Morality in the Two-Year College Classroom," by Richard D. Matthews and Raymond F. Jezerinac; and (13) "Realistic Testing and Evaluation Methods in Technical Courses," by Ronald J. Tocci. (UCM)

ED 340 397 JC 900 041

Fullen, James, Ed.
OATYC Journal, Vol. II, Nos. 1-3, October 1976-Spring 1977.
PUB DATE- 77
NOTE- 143p.; This journal is being entered into ERIC, one year's worth at a time, with "Table of Contents" type abstracts, in order to provide indexing access to the individual articles via the text of the abstract.
LANGUAGE- English

delivery of BAS instruction; ABE teaching models; methods used to market BAS programs; and the survey instruments. (PAA)

ED 340 413 JC 920 014

Trustee Leadership for Institutional Excellence: A Trustee Handbook for Leading America's Community Colleges into the 21st Century.
SPONS AGENCY- Metropolitan Life Foundation.
PUB DATE- Feb 89
NOTE- 23p.; For the related CFCC publication, see ED 293 578.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Administration; College Planning; Community Colleges; Educational Administration; *Educational Improvement; Educational Policy; *Educational Quality; Excellence in Education; *Governing Boards; *Improvement Programs; Institutional Mission; Instructional Improvement; *Trustees; Two Year Colleges

Designed to assist local community college boards in understanding and implementing the recommendations for institutional excellence presented in the publication "Building Communities: A Vision for a New Century," produced by the Commission on the Future of Community Colleges (CFCC), this report reviews the background to the CFCC publication; discusses the role of trustee leadership in institutional excellence; and provides suggestions for trustees on developing a process to use the CFCC recommendations to review reform efforts on their campus. Steps listed for making use of the CFCC recommendations include: working closely with the college president; involving college staff and community members in the review, program development, and follow-up activities; and appointment of task forces and an oversight steering committee. The booklet also lists all 63 CFCC recommendations, which cover the areas of students and faculty, curriculum, instruction, college campus, community partnerships, leadership, and assessment. It raises specific questions related to the policy, fiscal, and education issues stemming from those recommendations; e.g., How can the college maintain academic excellence while at the same time extending access? Are persistence rates of first-year students adequately documented? How will the college use basic skills assessment results for enhancing student success? Should community colleges assume responsibility for adult literacy programs? and What incentives should be provided for classroom research? Information on obtaining additional materials is presented. (PAA)

ED 340 414 JC 920 017

Hilts, David J.
Barriers to Adult Learners of an Isolated Northern Community.
PUB DATE- 91
NOTE- 47p.; M.S. Thesis, University of Oregon.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Education; *Adult Students; Community Colleges; Dropouts; *Enrollment Influences; Foreign Countries;

the transfer of two-year college students to four-year institutions. Part I of this report on the Transfer Assembly Project contains an article, by Arthur M. Cohen, which outlines the process of deriving a valid formula for calculating transfer rates and presents the rates obtained by applying that formula to data supplied by a sample of 114 community colleges. Transfer rates were calculated by dividing the total number of students who entered the two-year college in a given year, who had no prior college experience, and who completed at least 12 college credit units into the number of that group who took one or more classes at a university within 4 years. Applying this formula, about half of the entrants with no prior college experience completed at least four courses at the two-year college, and of those, one-fourth transferred. Part II, by Jim Palmer and Joe Reish, presents findings from interviews with representatives from 49 of the colleges involved in the project, regarding the methods they used to collect the transfer data and the problems they encountered. A 43-item resource bibliography is included. (PAA)

ED 340 431   JC 920 037

A Report Prepared for Visiting Committees of the Commission on Colleges.
PUB DATE- 90
NOTE- 78p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Organization; Administrative Policy; Advisory Committees; *College Administration; Community Colleges; Governance; Governing Boards; Government School Relationship; Higher Education; *Institutional Characteristics; Institutional Mission; *Policy Formation; *Program Descriptions; Self Evaluation (Groups); Statewide Planning; Student Organizations; Two Year Colleges
IDENTIFIERS- *Kentucky

Designed to provide visiting committees of the Commission on Colleges with an orientation to the University of Kentucky Community College System (KCCS), this nine-part report provides a detailed description of the KCCS, including a review of its governance structure, planning and evaluation processes, relationships among the 14 colleges in the system, and staff and student groups. Part I reviews the creation and establishment of the system, describes the colleges in the system and the powers of the governing board, and explains the system's relationship to the University of Kentucky System (UKS). Part II reviews the role of the Community College Senate, the Community College Council, and the Senate advisory and standing committees in developing and approving academic policies, and discusses UKS lower-division courses. Part III examines the role of the System Office in assessing overall institutional effectiveness, and describes mandated reviews and the use of evaluation results. Part IV focuses on the planning cycle and the budget development process, while part V reviews relationships with and authority of agencies external to the KCCS, including the Kentucky Council on Higher Education and the Kentucky Cabinet for Workforce Development. Part VI outlines the delegation of authority and relationships between the KCCS Office and the 14 institutions, and part VII describes the organization and function of faculty groups, student groups, the alumni association, and other groups. Part VIII provides an appraisal of the effectiveness of the KCCS in

PUB DATE- 89
NOTE- 42p.; In its: "Overview of the Community College System," prepared for the Commission to Study the Future of the Community Colleges in Kentucky, p70-106, 1989 (JC 920 058).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; College Role; College School Cooperation; Community Colleges; *Continuing Education Units; Cooperative Programs; Educational Policy; Institutional Mission; Intercollegiate Cooperation; Lifelong Learning; *Noncredit Courses; *Program Descriptions; Retraining; *School Business Relationship; School Community Programs; *School Community Relationship; Two Year Colleges
IDENTIFIERS- Kentucky; *University of Kentucky Community College System

The Commission to Study the Future of Community Colleges in Kentucky was established in 1988 to review the accomplishments of the Kentucky Community College System (KCCS), to assess its current status, and to provide direction for the KCCS towards the year 2000. Developed as part of a collection of articles and reports on the KCCS for use by the Commission in its work, this report examines partnerships and cooperative programs and activities between the KCCS and other educational institutions, community organizations, governmental agencies, and businesses. Following introductory sections defining the nature of partnerships and reviewing partnerships involving two-year colleges in other states, the report discusses the mission of the KCCS concerning the offering of non-credit courses, types of non-credit offerings, enrollments in non-credit courses, and the awarding of continuing education units. The following sections of the report examine partnerships between the KCCS and: elementary and middle schools; secondary schools; vocational schools; hospital schools; office-campus learning sites; four-year institutions; cultural groups; civic groups; social agencies; government agencies; and professional organizations. In addition, the report reviews KCCS partnerships to improve the education of undereducated adults, and partnerships with business and industry. A list of six discussion questions for the Commission concerning college/community partnerships, the KCCS policy statement on the accounting and measurement of continuing education and community service activities, and the Council of Higher Education's Policies and Procedures for Continuing Education Units, are included. (PAA)

ED 340 449 JC 920 062

The Role of Community Colleges in Economic Development. An Overview of the University of Kentucky Community College System, Part Four.
PUB DATE- 89
NOTE- 70p.; In its: "Overview of the Community College System," prepared for the Commission to Study the Future of the Community Colleges in Kentucky, p107-167, 1989 (JC 920 058).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *College Planning; College Role; Community Colleges; *Economic Development; Educational Legislation; Educational Trends; *Futures (of Society); Industrial Training; Inservice Education; Institutional

Child Relationship; Parent Influence; Parent Materials; *Parent Role; *Parent School Relationship; Public Policy; Research Needs; *School Readiness; *Success
IDENTIFIERS- *America 2000; National Issues; Quality Time

Research pertaining to implementation of the U.S. first national education goal calling for parents to prepare their children for school success is reviewed and synthesized. The report is organized to inform the design of a public awareness initiative aimed primarily at parents. It reviews research in an effort to guide decisions about the content and methods of efforts to strengthen parents' contributions to their children's early success in school. Four major questions are addressed: (1) To what extent do parent practices and beliefs in the early years contribute to children's success in school? (2) What specific parent practices and beliefs are related to school readiness and success in the child's early years? (3) To what extent are desired parent practices carried out by parents, and how do parents view the task of preparing their child for school? (4) Are printed materials likely to be effective in strengthening parents' understanding of the development of their child's school-related abilities? Implications for practice identified include: (1) targeting initiatives in the early years of parenting; (2) increasing the amount of quality time spent with young children; and (3) incorporating an appreciation of the cultural and socioeconomic bases of parent behavior and beliefs into programs aimed at parents. Directions for research are also suggested. Contains approximately 165 references. (LB)

ED 340 468 PS 020 127

The Texas State Plan for the Education of Homeless Children and Youth 1991-93.
PUB DATE- Jul 91
NOTE- 111p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; After School Programs; Attendance; Definitions; *Disadvantaged Youth; *Dropouts; Educational Policy; Elementary Secondary Education; *Equal Education; *Homeless People; Parent School Relationship; State Federal Aid; Student Needs; Student School Relationship
IDENTIFIERS- *Texas

This document offers a plan for the education of Texas' homeless children and youth. Front matter includes staff lists, federal assistance support documents, and material on the program's background. Discussion of the plan begins with a section which defines such terms as "school age," "homeless children and youth," and "free and appropriate education." The next section, which addresses issues identified in the previous state plan, covers homeless children's difficulties in: (1) enrolling in school due to problems concerning prior school records, immunizations, screening, residency, and guardianship; (2) choosing schools; (3) obtaining transportation; (4) obtaining school clothes, textbooks, and supplies; and (5) accessing special programs and services. Also considered are homeless children's academic needs; physical and mental health needs; and dropout rates. Other topics include difficulties with data collection; parent awareness and dispute resolution; interagency coordination; domestic violence; and educator awareness and sensitivity. A section on new issues identifies teaches, and not vice versa. Differences between programs using developmentally appropriate practices and those using more traditional practices are discussed. In developmentally appropriate practices: (1) the learner is viewed as having developing abilities; (2) learning is viewed as a creative activity; (3) classrooms are child-centered and often use volunteers and parents to obtain low adult-student ratios; and (4) discipline usually takes the form of guidance, redirection, or prevention. In a traditional program, the learner is viewed as having measurable abilities; learning is governed by a set of principles and consists of the acquisition of a set of skills; and classrooms are teacher-centered and directed. Briefly described is a developmentally appropriate kindergarten program designed by a rural public school system in Arkansas that worked in conjunction with a local university. (SH)

ED 340 488 PS 020 201

Edelman, Peter B.; Radin, Beryl A.
Serving Children and Families Effectively: How the Past Can Help Chart the Future.
PUB DATE- 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Advocacy; Child Welfare; Community Services; Cooperative Planning; *Delivery Systems; *Family Programs; Financial Support; Models; *Public Policy; *Social Services; Trend Analysis

This fourth document in the Education and Human Services Consortium's Series on Collaboration puts current efforts to create comprehensive and coordinated child and family-serving systems in a 30-year context of related endeavors. Starting from the premise that thinking about ways to structure and improve human services has been clouded by decades of myth, counter-myth, and nonproductive rhetoric, the paper proceeds by systematically sorting through this inheritance to develop a new perspective for the 1990s. In the course of the analysis numerous service and access models of the 1960s and 1970s, and the paper concludes by offering five lessons for the future based on the experiences of the past. The lessons concern: (1) the importance of modesty and humility (that is, of not raising expectations beyond some point of real possibility); (2) an awareness of limited resources; (3) the need for diversity and collaboration; (4) the effects of complexity; and (5) the need to build synergy. The service delivery and access models of multiservice centers and settlement houses are discussed. The planning and resource allocation models considered are the Youth Bureau model and state and local offices for children. Models for specific places, such as Model Cities, are also noted. A commentary by Sidney L. Gardner raises additional issues, including the need for outcome measures, changes in funding approaches, and the need for planning. Contains 5 references. (LB)

ED 340 489 PS 020 202

Dodge, Diane Trister; And Others
Caring for Infants and Toddlers: A Supervised, Self-Instructional Training Program. Volume I.
PUB DATE- 91

and psychological types. Finally, approaches for describing physiological styles revolve around elements of learning styles which have been classified into four kinds of stimuli: environmental, emotional, sociological, and physical. Six approaches for incorporating instruction that takes learning styles into account in the classroom are provided. They are: (1) pedagogical intelligence; (2) Carol Hall's Living Classroom; (3) whole language; (4) Foxfire activities; (5) the 4MAT System; and (6) the DICSIE (Describe, Interact, Control, Select, Instruct, Evaluate) Model. It is concluded that teachers pass through several stages in their understanding of children's learning styles, and it is emphasized that administrative support, staff development, peer coaching, parent education, and personal determination and commitment are crucial in a positive learning styles classroom. A bibliography of 172 references is appended. (GLR)

ED 340 507 PS 020 239

Banyard, Victoria L.; Olson, Sheryl L.
Intergenerational Correlates of Daily Coping Behavior in Single-Parent Mothers of Young Children.
PUB DATE- Apr 91
NOTE- 7p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Abuse; *Child Caregivers; Child Rearing; *Coping; Discipline; Home Visits; Low Income; *Mothers; One Parent Family; *Parent Background; *Parent Child Relationship; Poverty; Preschool Children; *Stress Variables
IDENTIFIERS- Retrospective Studies (Psychology)

This study examined the relationship between mothers' recollections of those who cared for them during their childhood and mothers' ability to cope with the daily stress of being a single parent living in poverty. Subjects were 52 low-income, single mothers of preschool-age children. Mothers' recollections of caregiving were assessed by means of a structured interview. Mothers' perceptions of their ability to cope successfully with the stress of childrearing was assessed by means of rating scales and a daily diary, which the mothers kept for 2 weeks after the interview. Mothers' perceptions of their ability to cope was significantly related to their recollections of the quality of their relationships with their parents during their own childhood. Mothers who described maltreatment by their caregivers and mothers who experienced high rates of other negative childhood stressors tended to report more unsuccessful attempts to cope with child stress and espoused less confidence in their parenting abilities than did other mothers. Appended are four references and related materials. (Author/GLR)

ED 340 508 PS 020 240

Roggman, Lori A.; And Others
Mother-Toddler Coordinated Attention in Relation to Security of Attachment & Cognitive Skill.
PUB DATE- Apr 91
NOTE- 5p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English

Government Role; Secondary Education; *Treaties; Tribal Sovereignty; *Tribes; Trust Responsibility (Government); Units of Study
IDENTIFIERS- *Tribal Government

This curriculum unit introduces students to the relationship between the federal government and American Indians through five narrative descriptions of the related legislation, laws, and court interpretations. The narratives cover: (1) the historical basis of federal Indian law and the government-to-government relationship; (2) legal definitions of Indian Country, Indian tribes, and individual Indian identity; (3) tribal sovereignty, powers of tribal governments, and federal limitations of tribal powers; (4) federal-Indian treaties, treaty effects on Indian rights, and Supreme Court interpretations; and (5) recent federal Indian laws, including the Indian Civil Rights Act, the Tribal Education Act, the Indian Self-Determination and Education Assistance Act, and the Indian Child Welfare Act. The narratives are accompanied by student worksheets. This document also contains guidelines for instruction, teacher references, a list of tribal contacts in Wisconsin, definitions of key concepts, and suggestions for classroom group or individual projects. (SV)

ED 340 528 RC 018 402

Helge, Doris
Problems and Strategies Regarding Reducing America's Migrant Student Dropout Rate. Congressional Testimony Delivered in Response to a Request from the National Commission on Migrant Education.
PUB DATE- 23 Sep 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Involvement; *Dropout Prevention; Dropout Rate; *Dropout Research; Elementary Secondary Education; Financial Support; High Risk Students; *Migrant Children; *Migrant Education; Parent Participation; Program Development; Program Implementation; Rural Schools; *Self Esteem; *Sociocultural Patterns

Studies conducted by the National Rural Development Institute (NRDI) indicate that migrant students have a higher school dropout rate than non-migrant students. In addition, rural migrant students experience higher levels of family dysfunction and abuse, teen pregnancy, emotional difficulties such as depression or low self-esteem, poverty, parents' illiteracy, and alcohol or substance abuse. Other problems include feelings of powerlessness, dependency, and isolation related to distance, cultural, and language barriers. Recommendations are offered to reduce migrant students' dropout rates, including: (1) a concerted effort by the federal, state, and local governments in funding and implementing programs to address deficiencies of migrant education and to promote early intervention of specific problems that contribute to the high dropout rate; (2) enhancing self-esteem and dealing with emotional problems as a priority in improving academic grades, school attendance, and social skills; (3) involving and educating the community and parents; (4) providing diverse services for migrant students; (5) early identification and intervention of at-risk students; and (6) organizing student support systems and providing services for older students. Detailed suggestions are made on instruction and at-risk program served 710 students in grades K-8 in 7 of the reservation's 8 schools, each of which tailors the program to its own needs. Five components were common to all participating schools: tutoring on homework, drug education, recreation, snacks, and cultural activities. Offered 4 days per week, the program also served an after-school childcare function. An external evaluator reviewed program records pertaining to student participation, activities, personnel, and cost accounting; verified pretest-posttest evaluation data; and interviewed personnel and students during program site visits. Field notes from site visits revealed that three schools had programs that showed great success in implementation and operation, while the other four schools had effective programs that fell just short of the desired level of implementation. Program strengths included strong principals who supported staff during program development, energetic lead-teachers who coordinated efforts and met deadlines, and staff who enjoyed seeing students enjoy school. Problems at some schools included enrollments that were too large, high staff turnover, and too much concern by some staff over discipline and maintaining a clean school. Positive outcomes included very few cases of substance abuse among children, less gang activity, expressions of "good school attitudes," and community approval. (SV)

ED 340 546 RC 018 451

Jefcoat, H. Greggory
Advisement Intervention: A Key Strategy for a New Age--Student Consumerism.
PUB DATE- 91
NOTE- 29p.; Paper presented at the Annual Convention of the National Rural Education Association (Jackson, MS, October 10-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Advising; Accountability; *Community Colleges; *Consumer Protection; *Educational Counseling; Faculty Advisers; Program Development; Program Implementation; Rural Education; *Student College Relationship; Student Educational Objectives; Student Needs; Two Year Colleges
IDENTIFIERS- *East Central Community College MS

This paper describes the Advisement Intervention System at East Central Community College (ECCC) in Decatur, Mississippi, recognized by the Small/Rural Community College Commission as an "exemplary program." The paper also provides suggestions for revising or developing an advising program. Many advising programs are not adequate because their function is consumer-oriented but their environments are dominated by traditionalist attitudes. The advisement program at ECCC underwent changes from traditionalist to consumerist orientation to adequately meet the needs of and to become accountable to the 1,400 students it serves. The program involved five advisement intervention meetings scheduled throughout the year to address specific content and purposes. A graduation transfer checklist was developed to actively involve students in tracking their academic progress, particularly the required core courses taken in order to graduate. In addition, an academic advising evaluation procedure and an effective advisor assignment method were developed. A beter communication network was implemented, including early alert absentee notifications and academic progress mailings for students experiencing problems in these areas. Students are required to complete an advisement

ED 340 565 SE 050 304

Using the Newspaper to Reinforce Mathematics Skills. Minimum Student Performance Standards for Florida Schools. Grade 8.
SPONS. AGENCY- Florida Newspaper in Education Coordinators, Inc., Jacksonville.
PUB DATE- 86
NOTE- 61p.; Some graphics may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Grade 8; Mathematical Applications; *Mathematical Concepts; Mathematics; Mathematics Achievement; Mathematics Instruction; *Mathematics Materials; *Mathematics Skills; *Minimum Competencies; *Newspapers; *Secondary School Mathematics
IDENTIFIERS- *Florida Minimum Student Performance Standards

The newspaper is a familiar tool to many teachers. This book explores another use for the newspaper in the classroom. As an aid in the teaching and remediating of basic mathematics skills, the newspaper adds variety to classroom instruction. The suggested newspaper activities and teaching ideas presented here are specifically designed to reinforce the Minimum Student Performance Standards identified by the Florida Department of Education for grade eight. Activities included are: reading and writing numerals; rounding; putting numbers in order; fractions; operations of whole numbers and decimals; measurement; identifying shapes; estimation; real world, money, and measurement problems; and interpreting graphs, tables and maps. The corresponding skill number, needed materials, newspaper activities for skill reinforcement; and an activity sheet are provided in each activity. A list of resource materials is included. (YP)

ED 340 566 SE 050 305

Using the Newspaper To Reinforce Mathematics Skills. Minimum Student Performance Standards for Florida Schools. Grades 3 and 5.
SPONS. AGENCY- Florida Newspaper in Education Coordinators, Inc., Jacksonville.
PUB DATE- 85
NOTE- 52p.; Some graphics may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Computation; *Elementary School Mathematics; Grade 3; Grade 5; Mathematical Applications; *Mathematical Concepts; Mathematics; Mathematics Achievement; Mathematics Instruction; *Mathematics Materials; *Mathematics Skills; *Minimum Competencies; *Newspapers
IDENTIFIERS- *Florida Minimum Student Performance Standards

The newspaper is a familiar tool to many teachers. This book explores another use for the newspaper in the classroom. As an aid in the teaching and remediating of basic mathematics skills, the newspaper adds variety to classroom instruction. The suggested newspaper activities and teaching ideas presented here are specifically designed to reinforce the Minimum Student Performance Standards identified by the Florida Department of Education for grades three and five. Activities included for drinking water contacts, and organizations represented by contributing authors. (KR)

ED 340 586 SE 052 410

Federal Efforts in Science and Mathematics Education. Hearing before a Subcommittee of the Committee on Appropriations. United States Senate, One Hundred First Congress, Second Session. Special Hearing.
PUB DATE- 91
NOTE- 265p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; Educational Change; Elementary Secondary Education; Federal Legislation; *Federal Programs; Financial Policy; *Financial Support; Grants; Hearings; Higher Education; Mathematics Achievement; *Mathematics Education; Program Descriptions; *Science Education; *Scientific Literacy; Scientific Personnel; State Programs; Teacher Recruitment; Teacher Shortage
IDENTIFIERS- Congress 101st; *Dwight D Eisenhower Math and Science Educ Programs; *Project 2000; Science Achievement

This report contains a transcript of the hearing discussing federal efforts in science and mathematics education held before the Subcommittee on Veterans Administration (VA), Housing and Urban Development (HUD), and Independent Agencies of the Committee on Appropriations. Spokespersons for the Executive Office of the President--Office of Science and Technology Policy, the Department of Energy (DOE), the National Science Foundation (NSF), the Department of Education, the National Aeronautics and Space Administration (NASA), the Department of Veterans Affairs (VA), and the Environmental Protection Agency (EPA) were asked to make statements on the goals, programs, coordination between agencies, and monies needed to bring about permanent and sustained reform in science education. Examples of abstracts from new and continuing programs funded by the Dwight D. Eisenhower Mathematics and Science National Program are included. (KR)

ED 340 587 SE 052 411

Interagency Council on Science and Math Education. Hearing on S. 1951 To Promote Interagency Cooperation in the Area of Science, Mathematics and Technology Education before the Committee on Governmental Affairs, United States Senate. One Hundred First Congress, Second Session.
PUB DATE- 14 Jun 90
NOTE- 114p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Agency Cooperation; Agency Role; *Coordination; Elementary Secondary Education; *Federal Legislation; Hearings; Higher Education; Mathematics Achievement; *Mathematics Education; *Science Education; Scientific Literacy
IDENTIFIERS- Congress 101st; Department of Education; National Science Foundation; *Science Achievement

The transcript of the hearing that examined S. 1951, a bill to establish a Federal Interagency Council on Science, Mathematics, and Technology Education, is presented. The purpose of the bill is to promote cooperation and coordination among the dozen or so federal agencies that administer programs

ED 340 606 SE 052 548

Shymansky, James A.; Kyle, William C., Jr.
Establishing a Research Agenda: The Critical Issues of Science Curriculum Reform. Report of a Conference Held at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, Georgia, April 8, 1990).
SPONS. AGENCY- National Association for Research in Science Teaching.; National Science Foundation, Washington, D.C.
PUB DATE- Mar 91
NOTE- 58p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; *Educational Improvement; Elementary Secondary Education; *Research Needs; *Science Curriculum; Science Education

In April 1990 a group of 30 educational researchers, sociologists, scientists, analysts, and fund agency staff convened for a meeting to discuss issues critical to science curriculum reform. The meeting, stimulated by national calls for science curriculum reform to prepare a scientifically literate citizenry, had as its objective to generate a research specifications document that could be used by curriculum developers, educational policy researchers, publishers of curriculum materials, funding agency staff and school personnel both to inform the process and gauge the impact of current science curriculum reform efforts. It was clear from discussions and precis that the process of curriculum reform, like the educational process itself, is embedded within myriad cultures--those of the classroom, school community, government, and the larger society--and that a research agenda must necessarily include not only questions about the influence of policy, values, beliefs, and commitments at each level, but also questions about the interactions among these levels. This paper focusses on the report of that meeting, i.e., the nature of curriculum, the forces and factors that influence curriculum and reform, and recommendations for conducting research related to curriculum reform. Sections include: (1) "Executive Summary"; (2) "Participants"; (3) "The Need for a Research Agenda"; (4) "Understanding Curriculum Reform"; (5) "Exploring Research Issues"; and (6) "Recommendations." Recommendations are as follows: (1) long-term, comprehensive research projects must be initiated; (2) communication and collaboration must be valued; (3) teacher education must be transformed; and (4) new ways to report curriculum reform research must be explored. (55 notes) (KR)

ED 340 607 SE 052 549

Abell, Sandra K.; Roth, Marie
Coping with Constraints of Teaching Elementary Science: A Case Study of a Science Enthusiast Student Teacher.
PUB DATE- Apr 91
NOTE- 18p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Elementary Education; *Elementary School Science; Higher Education; Interviews; Naturalistic

Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Area Studies; *Asian Studies; Charts; Elementary Secondary Education; Foreign Countries; Foreign Culture; Global Approach; Graphs; International Relations; *International Studies; Learning Activities; Maps; Multicultural Education; Social Studies
IDENTIFIERS- *Asia; *Australia; Global Education

This workbook is a compilation of work sheets from the teacher's sections of the 1989 issues of "Asia Wise," an Auatralian magazine devoted to the study of Asia. Profiles and worksheets are provided for the countries of China, Indo-China, Indonesia, Japan, Philippines, and Thailand. Worksheets feature the following themes: Asian Australians; food and agriculture; and festivals and leisure. The worksheets are filled with maps, graphs, charts, and student exercises. Suggested curriculum ideas and games also are provided. (DB)

ED 340 625 SO 021 292

Adams, Ron; And Others
Social Studies in the Nineties: An N.H.C.S.S. Statement.
PUB DATE- Oct 90
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Development; *Curriculum Evaluation; *Educational Assessment; Educational Objectives; Elementary Secondary Education; *Social Studies; State Standards; Student Educational Objectives; Teaching Methods
IDENTIFIERS- *New Hampshire

The goal of the New Hampshire Council for the Social Studies is to actively work to improve social studies instruction in New Hampshire in the 1990s. This guide outlines the basic goals, structure, and methods of the social studies curriculum, K-12, for New Hampshire. The guide provides a definition along with a rationale for social studies education. Under "Goals and Outcomes" three broad areas of student development are addressed: (1) knowledge; (2) skills; and (3) beliefs and values. What specific knowledge should be achieved for history, geography, political science, economics, psychology, sociology, and anthropology is briefly listed. The section on skills is subdivided into categories, such as: map and globe; thinking skills; communication skills; visual communication skills; interpersonal skills; and social and participation skills. A list of commonly held beliefs and values is covered: rights, freedoms, and responsibilities of the individual; and beliefs concerning societal conditions and governmental responsibilities. Recommendations on instructions, scope and sequence, assessment, minimum requirements, alternative learning experiences, teacher preparation, and funding are included. A 6-item bibliography of selected resources concludes the document. (DB)

ED 340 626 SO 021 330

Carlson, Janet L.
Government by the People: A Curriculum Guide for Teaching about Elections.

improve curriculum and instruction. Beyond traditional, objective-type paper-and-pencil tests, evaluators are strongly encouraged to utilize performance evaluation, portfolios of student papers and projects, and essays focused on higher levels of thinking. It also is recommended that social studies evaluation instruments reflect a high degree of fairness to all people and groups; this recommendation is in response to concerns that tests, particularly standardized tests, are biased against persons whose cultures or gender differ from those of the test writer. The position statement closes with a list of recommendations and guidelines for evaluating achievement in social studies. A 9-item list of references is included. (DB)

ED 340 646   SO 021 712

Social Studies in the Middle School: A Report of the Task Force on Social Studies in the Middle School. Position Statement & Guidelines.
PUB DATE- Jan 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescent Development; *Adolescents; *Citizenship Education; Controversial Issues (Course Content); Cooperative Learning; *Curriculum Development; Educational Objectives; Experiential Learning; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Learning Processes; *Middle Schools; Moral Development; Self Concept; Social Development; *Social Studies; *Student Development; Student Educational Objectives; Student Evaluation; Student Needs; Teaching Methods
IDENTIFIERS- *Curriculum Implementation; World Views

This task force report is designed to focus attention on the young adolescent learner and provide direction for developing appropriate and meaningful social studies instruction for the middle school. Schools at the middle level characteristically focus on the unique developmental needs of young adolescents. A number of these needs are listed, in physical, social-emotional, and intellectual categories. It is recommended that the social studies curriculum be designed and implemented with the characteristics of middle level learners in mind. These characteristics are organized into four basic themes: (1) concern with self: development of self-esteem and a strong sense of identity; (2) concern for right and wrong: development of ethics; (3) concern for others: development of groups and other-centeredness; and (4) concern for the world: development of a global perspective. Coming under an overall model curriculum entitled, "Social Studies for Citizens of a Strong and Free Nation," the following scope and sequence options for grades 5 through 8 are recommended: Grade 5: People of the Americas: The United States and its Close Neighbors; Grade 6: People and Cultures: Representative World Regions; Grade 7: A Changing World of Many Nations: A Global View; and Grade 8: Building a Strong and Free Nation: The United States. A number of social studies instructional practices also are recommended as appropriate for middle level social studies: experiential learning, interdisciplinary instruction, cooperative learning, heterogeneous grouping, addressing controversial issues, and performance-based assessment. A list of selected resources that feature organizations and publications is included. (DB)

ED 340 647   SO 021 715

and (3) the establishment of a sophomore exploratory field experience and a junior professional block field experience. Significant findings show that teachers and administrators at field experience sites are more supportive and effective when they have participated with college instructors in identifying the tasks students are expected to complete at the field sites. Three field and block experience task manuals, "Exploratory Field Experience Task Manual," "Professional Field Experience Secondary Student Manual," and "Professional Field Experience Elementary Student Manual," have been developed. (LL)

ED 340 667 SP 033 114

Price, Elsa C.
Capitalizing on Stress Management Techniques in Developmental Classes.
PUB DATE- 2 Nov 90
NOTE- 39p.; Paper presented at the Annual Meeting of the Alabama Association of Developmental Education (4th, Montgomery, AL, November 2, 1990). Transparencies and the "Teacher Burnout Scale" are not included.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cognitive Restructuring; College Faculty; College Students; *Coping; *Developmental Studies Programs; Higher Education; *Relaxation Training; *Stress Management; Visualization
IDENTIFIERS- *Visual Imagery

Mastering stress management techniques can help college developmental class educators protect themselves from burnout. These techniques can also be taught to students in developmental classes to enable them to maximize the benefits from these classes. This paper outlines the causes of stress, identifies stressors, describes responses to stress, and discusses five coping skills that can be used by both students and teachers in developmental classes to handle the stressors of life and channel the stress responses in a useful way. The five coping skills presented are: (1) cognitive restructuring; (2) deep breathing; (3) muscle relaxation; (4) cue-controlled relaxation; and (5) visual imagery. The appendices give specific examples of exercises related to each coping skill discussed. Thirty-nine references are listed. (IAH)

ED 340 668 SP 033 132

Price, Elsa C.
Enhancing the Professionalization of Teachers through Effective Leadership Training.
PUB DATE- Aug 90
NOTE- 25p.; Paper presented at the Summer Workshop of the Association of Teacher Educators (Baltimore, MD, August 5-8, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary School Teachers; Elementary Secondary Education; Human Relations; Instructional Leadership; *Leadership Qualities; *Leadership Responsibility; Leadership Training; Secondary School Teachers; Stress Management; *Teacher Characteristics; Teacher Educators; *Teacher

Elementary Secondary Education Act Title II

This monograph represents efforts of individuals committed to promoting increased ethnic and cultural diversity in the teaching profession. It is organized into four sections. Section 1, "An Overview," is followed by the second section, "Nature and Need," which includes the chapters: "Defining an Ethnically Diverse Teaching Force" and "The Impact of an Ethnically Diverse Staff on the Quality of Education." Section 3, "Issues and Recommendations," includes the chapters: "Staffing Texas Schools with an Ethnically-Diverse Teaching Force"; "Attracting and Recruiting an Ethnically-Diverse Teaching Force"; "Preparing an Ethnically-Diverse Teaching Force"; "Inducting and Retaining an Ethnically-Diverse Teaching Force"; and "Retaining an Ethnically-Diverse Teaching Force." Section 4 "Implementation," on project descriptions, includes: "Synthesis on Programs for Preparing an Ethnically-Diverse Teaching Force"; "Enhancing Cultural Diversity in the Profession: A Model for Attracting Minority Students to Teaching"; "Adjunct Class Sessions: Assisting At-risk Education Students within Course Contexts"; "An Affective Model for Recruiting Minority Teacher Candidates at the IHE Level: Building the Support Structure"; "The Development of TASP in Maintaining Ethnic Diversity at The University of Texas at El Paso"; "Jumping Hurdles: Attracting and Retaining Quality Candidates in Teacher Education"; "The Teacher Conservation Project: First-Year Teachers-Everybody's Business"; and "An Analysis of Support Teacher Intervention in a First-Year Teacher Induction Project." (LL)

ED 340 688   SP 033 501

Friend, Marilyn; Cook, Lynne
Interactions: Collaboration Skills for School Professionals.
PUB DATE- 92
NOTE- 186p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Collegiality; *Communication Skills; Conflict Resolution; *Educational Cooperation; Elementary Secondary Education; Higher Education; *Improvement Programs; Inservice Teacher Education; *Interaction; Interpersonal Competence; *Interprofessional Relationship; Parent Teacher Conferences; Participative Decision Making; Preservice Teacher Education; Problem Solving; Staff Meetings; Team Teaching
IDENTIFIERS- *Collaborative Talk

This book shows school professionals how to develop and use the knowledge and skills needed for effective professional collaboration, including team meetings, parent conferences, co-teaching, and problem solving with colleagues. The publication provides pedagogical aids including advance organizers, chapter objectives, and practice and application exercises. Case studies and sample interactions are presented to illustrate concepts and principles. The book is organized into the following 10 chapters: (1) The Fundamentals of Collaboration; (2) Applications of Collaboration in Special Services; (3) Prerequisites for Effective Interactions; (4) Interpersonal Problem Solving; (5) Interpersonal Communication; (6) Using Statements; (7) Asking Questions; (8) Resolving Conflict; (9) Managing Resistance; and (10) Program Planning and Implementation. Each chapter concludes with a summary,

Learning Activities; *Pilot Projects; Science Curriculum; *Science Education; *Teacher Education Programs
IDENTIFIERS- American Association for Advancement of Science; National Science Teachers Association; *Reform Efforts

This report of proceedings present papers and commentary from an invitational conference called by the Center for Mathematics and Science Education (Texas A&M University) to consider school science education reform. Topics of discussion were Project 2061 (American Association for the Advancement of Science) and the Scope, Sequence, and Coordination Project of the National Science Teacher's Association. Each project addresses basic changes in the organization and presentation of the science curriculum and emphasizes an integrated approach to the study of science, including the components of problem solving and higher order thinking skills. The report includes two keynote addresses: "The Implications of National Science Education Reform Efforts" (James Rutherford) and "Scope, Sequence, and Coordination Project" (Bill G. Aldridge). Both addresses provide a relevant context for discussion of the ideas of the two reform projects and their extensions to teacher education. Subsequent discussions by participants are synthesized and included in the document, along with a list of participants. (LL)

ED 340 708   SP 033 528

Hieger, Scott J.
"The Fight": A Vignette from the Case of Alice Dale.
PUB DATE- Oct 91
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (13th, Chicago, IL, October 16-19, 1991). Some of the text is in italic type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Paper Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Culture; Case Studies; Classroom Research; *Classroom Techniques; *Cultural Influences; Discipline; Grade 8; Junior High Schools; Language Arts; Middle Schools; Participant Observation; *Student Behavior; *Teacher Response; Teacher Student Relationship

This paper describes and analyzes an incident which occurred during observation and videotaping of an eighth-grade language arts class. This classroom observation was part of an ongoing case study of an eighth-grade teacher of Native American heritage. The vignette that is presented describes a fist fight that occurred between two male students in the classroom. The focus of the discussion is less on the altercation than on the reactions of the teacher and the students not only to the fight but also to the atmosphere of the classroom after the scuffle. The vignette describes how the teacher responded to the needs of her students and restored classroom order in a way that reflected her American Indian cultural background and heritage. (IAH)

ED 340 709   SP 033 529

Cohn, Elchanan; Teel, Sandra J.
Participation in a Teacher Incentive Program and Student Achievement in Reading and Math. Economics Working Paper Series B-91-04.
PUB DATE- Aug 91
NOTE- 26p.; Paper presented at the Annual Meeting of the American

Cultural Literacy Test: Administrator's Summary. Report No. 9-16506.
PUB DATE- 89
NOTE- 24p.; A promotional booklet advertising a commercially-available test.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Education; Educational Assessment; Functional Literacy; Grade 11; Grade 12; Higher Education; High Schools; *High School Students; Humanities; Knowledge Level; North American Culture; Science Tests; Social Sciences; Standardized Tests; Student Evaluation; Test Construction; Test Items; Test Manuals; *Test Use
IDENTIFIERS- Cultural Literacy; *Cultural Literacy Test

This summary for administrators describes the Cultural Literacy Test, which is designed to help monitor students' progress in attaining essential general knowledge and to serve as a rational means for assessing education in one of its most important dimensions: the achievement of functional literacy. Summary topics include test development, national standardization, technical information, scores and score reports, test items and objectives, uses and interpretation of test results, and test security. The test was developed by the Cultural Literacy Foundation with the support of the National Endowment for the Humanities. Two forms of the test for high school and college were standardized by the Riverside Publishing Company using a national stratified random sample of 5,283 students in grades 11 and 12. Primary evidence for the validity of the Cultural Literacy Test comes from its close relationship to the construct of cultural literacy and the acceptance of the construct by educators and the public. Raw scores and percentile ranks, machine scored by the Riverside Publishing Company, are available for groups and individuals. The classroom package includes a report for students and parents explaining test results. Each form contains 115 questions (test time 40 minutes) in the humanities, social sciences, and sciences. A 46-question sample test is included. Two tables present standardization data. (SLD)

ED 340 726   TM 017 771

DARTTS Diagnostic Assessments of Reading with Trial Teaching Strategies: Administrator's Summary. Report No. 9-49040.
PUB DATE- 91
NOTE- 34p.; A promotional booklet advertising a commercially-available test.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Diagnostic Tests; *Educational Assessment; Elementary Secondary Education; Lesson Plans; Literacy Education; Oral Reading; Reading Comprehension; *Reading Tests; Semantics; Silent Reading; Spelling; *Student Evaluation; Student Placement; *Teaching Methods; Test Items; Test Manuals; *Test Use; Word Recognition
IDENTIFIERS- *Diagnostic Assess Reading Trial Teach Strategies

ED 340 283 HE 025 133

Reauthorization of the Higher Education Act of 1965. Hearings before the Subcommitee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United States Senate, One Hundred Second Congress, First Session, Part 2. May 2, Jackson, MS; May 3, Minneapolis, MN; May 6, Duluth, MN; May 13, Springfield, IL; May 9, 17, and 23, 1991, Washington, DC.

PUB DATE- 91

NOTE- 1,422p.; For related document, see HE 025 132. Some attachments have reduced size type.

LANGUAGE- English

EDRS Price- EDRS Price - MF11/PC57 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Access to Education; Accreditation (Institutions); Black Colleges; College Students; Community Colleges; *Educational Legislation; *Federal Aid; Federal Legislation; Grants; *Higher Education; Minority Groups; Paying for College; State Federal Aid; *Student Loan Programs

IDENTIFIERS- Congress 102nd; *Higher Education Act 1965; Higher Education Act Title III; Higher Education Act Title VI; Illinois; Minnesota; Mississippi; Pell Grant Program; Stafford Student Loan Program

This volume presents transcripts of seven hearings held in May, 1991, on the reauthorization of the Higher Education Act of 1965. Of the hearings held in the District of Columbia the first focused on the Pell Grant and Stafford Loan programs and featured witnesses from around the country addressing educational finance. The second hearing focused on the process of accreditation, certification and licensing that determines institutional participation in the Federal student aid programs and featured witnesses from educational institutions, and professional associations. The final hearing presented the testimony of college executives, representatives of educational associations and others on Title VI (which supports international education) and Title III (concerned with institutional aid and funding for institutional facilities). The hearings in other cities provided an opportunity for legislators to hear additional suggestions and recommendations from students, teachers, administrators, institutional executives and state agencies on the reauthorization of higher education programs. Included are the prepared statements of the witnesses as well as additional statements, correspondence and supplemental material. (JB)

ED 340 284 HE 025 134

Nutrition Education in U.S. Medical Schools.

SPONS. AGENCY- Donner (William H.) Foundation.

PUB DATE- 85

NOTE- 145p.; Funding also received from the Ruth Mott Fund.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Core Curriculum; Curriculum Development; Educational Change; Higher Education; *Medical Education; Medical Research; Medical Schools; Nutrition; *Nutrition Instruction; Social Change

This book examines the practice of nutrition instruction as part of medical education, reports on a study of its practice, describes nutrition education in the past, argues for greater attention to the topic and describes current practice. Chapter

PUB DATE- 6 Apr 90
NOTE- 13p.; Paper presented at the Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (9th, Ypsilanti, MI, April 6, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Communication; *Business Education; College Students; *Consortia; *Educational Cooperation; Foreign Countries; Higher Education; *Integrated Curriculum; *International Educational Exchange; Marketing; Program Content; Program Descriptions; Program Design; *Study Abroad
IDENTIFIERS- Spain

This report addresses the difficulties regional universities, particularly those in rural areas, have in responding to the challenge of providing coordinated business and language education, and describes an approach that exploits the synergistic potential of cooperative study-abroad programs in creating opportunities for integrating business and language studies. First, the report describes the problems of integrating business and language studies at regional universities. Next, a description is provided of a program, developed in 1989 in Madrid (Spain) by the Kentucky Institute for European Studies (KIES), that was designed to address these problems. Finally, the logistical tasks required in planning and executing this type of joint program are discussed. It is noted that the success of the 1989 KIES program illustrates the potential of the university consortium approach to overseas business and language education, and that through this type of mechanism, faculty in these disciplines can craft opportunities for their students that would be impossible to obtain at their individual schools. Appendices include the 1989 KIES Madrid course listing and course descriptions. (GLR)

ED 340 304 HE 025 156

International Symposium on Internationalization and Foreign Students Problems. Proceedings (Kobe, Japan, October 29-30, 1990).
SPONS. AGENCY- Kozuki Educational Foundation (Japan).; Ministry of Education, Science, and Culture, Tokyo (Japan).
PUB DATE- 29 Oct 90
NOTE- 193p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Foreign Countries; *Foreign Nationals; *Foreign Students; Group Discussion; Higher Education; *International Educational Exchange; Policy Formation; Problem Solving; Speeches; *Study Abroad; Trend Analysis
IDENTIFIERS- *Japan

The meeting reported here was held to address the issues related to the increasing numbers of foreign students in Japan (31,000 in 1989 and increasing annually by 20%). First, profiles of the speakers and the texts of their speeches are presented, as well as the comments made during the panel discussions and symposium sessions. Speakers from 11 other countries as well as Japan addressed the needs of and services to foreign students in their universities. Interactive group discussions are summarized involving a review of the foreign student problems, undergraduate years and afterwards. The study was a joint effort of U.S. and European educators and institutions, involved over 400 participants, and included a comparison group of students not undertaking a year abroad. The participating U.S. institutions were the University of California, the University of Colorado at Boulder, the University of Massachusetts at Amherst, and Kalamazoo College, Michigan. Results indicated that those who choose to study abroad and those who do not differ in predictable ways in cultural interest and domestic orientation; that not only academic but social and personal development are important parts of the international experience; that the time abroad has a significant impact on foreign language facility; that participants in the study abroad programs score higher than the comparison group on cultural interest and peace and cooperation indicators; that foreign systems of education meet with mixed responses; and that in later career choices none regretted their study abroad. Included are 13 tables, appendixes listing European coordinators, guidelines for occasional papers on international educational exchange, 28 published titles, and a list of 39 references. (JB)

ED 340 323 HE 025 177

Black Students and Overseas Programs: Broadening the Base of Participation.
PUB DATE- 91
NOTE- 88p.; Papers and speeches presented at the CIEE International Conference on Educational Exchange (43rd, Charleston, SC, November 7-9, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Black Students; College Students; Higher Education; *International Educational Exchange; Minority Groups; Organizational Communication; *Student Participation
IDENTIFIERS- Costa Rica; Dominican Republic; Scotland; *Spelman College GA; United Kingdom; *University of Wisconsin River Falls

This publication presents essays (that represent some of the views expressed at a conference) on the participation of black students in overseas educational exchange programs. The aim is to suggest models for increasing the participation of black students in such programs and for improving the quality of their experience overseas. The six essays are as follows: "Opening Address of the 43rd International Conference on Educational Exchange" by Johnnetta Betsch Cole"; "Minority Access to International Education" by Holly M. Carter (research demonstrates poor tracking of black student participation and offers suggestions for improved communication); "International Comparative Approaches to the Problems of Underrepresented Groups" by Gus John (historical exclusion of blacks from overseas programs here and in the United Kingdom); "The River Falls Experience: Custom-Designing Study Abroad" by Robert B. Bailey III (a program tailored to attract those who might not ordinarily participate); "The Spelman Experience: Encouraging and Supporting Minority Students Abroad" by Margery A. Ganz (how to increase minority participation and prepare students for their experiences); "Students Speak for Themselves: Experiences in Scotland" by Kelly Tucker; and "Students Speak for Themselves: Experiences in Costa Rica and the Dominican Republic" by Kathryn Dungy. Three appendixes contain information on underrepresented groups in study abroad

PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Distance Education; *Educational Technology; *Equipment Standards; Foreign Countries; Free Enterprise System; *Instructional Effectiveness; Instructional Materials; Instructional Systems; International Trade; *Marketing; Merchandise Information; Postsecondary Education; Technological Advancement; *Technology Transfer; Training Methods
IDENTIFIERS- European Communities Commission

This report is based on presentations given at the workshop arranged jointly by the DELTA (Developing European Learning through Technological Advance) Unit of DG XIII/F and the Italian based Datamont spa. The workshop addressed three principal themes: markets for technology-based learning, standards and conventions for technology-based learning, and the effectiveness of technology-based learning. For each theme the report includes presentation of the issues by commission staff, a transcript of the major speech from the invited expert, and abstracts of supporting presentations from invited experts. The purpose in collecting these papers is to offer a synthesis of findings and provide a baseline for further research in the area of telematic systems for flexible and distance learning. After a preface by Roland Huber, the following papers are presented: (1) "Background to the Workshop" (Corinne Hermant and Lieve Van Langenhove); (2) "Markets and Standards in Learning Technologies" (Luis Rodriguez-Rosello); (3) "Markets for Technology-Based Learning" (Corinne Hermant and Lieve Van Langenhove); (4) "La prise en compte des couts dans les strategies de production des nouvelles technologies de formation"--French title; "Where Are the Markets for Technology-Based Learning?"--English title (Jean-Marie Albertini and Joel Bonamy--in French with English summary); (5) "Small and Medium Enterprises" (Carlos Braga--abstract); (6) "Corporate Training" (Ronnie Dallal--abstract); (7) "User Requirements for Technology-Based Learning" (Chris Lloyd--abstract); (8) "Standards and Guidelines for Technology-Based Learning" (Corinne Hermant and Lieve Van Langenhove); (9) "Which Standards and Conventions Are Appropriate for Advanced Learning Technology in Europe?" (Giuseppe Sala); (10) "Standards for the Design, Production and Use of Learning Technology" (Willem Bulthuis Philips--abstract); (11) "Standards for Learning in European Networks" (Joseph Fromont--abstract); (12) "Effectiveness of Technology-Based Learning" (Corinne Hermant and Lieve Van Langenhove); (13) "Effectiveness of Flexible and Distance Learning in Terms of Investment and Learning Progress" (Geoff Toplis); (14) "Investing in Learning Technologies" (Ulla Schwarz--abstract); (15) "Learning Efficiency of New Technology" (Glyn Martin--abstract); and (16) "Policy Issues" (Claudio Dondi--abstract). (DB)

ED 340 341 IR 015 319

Impact Assessment and Forecasts of Information and Telecommunications Technologies Applied to Education and Training. R&D in Information and Communication Based Learning Technology. Analysis of Key Issues for the Orientation of the Work of Sector Actors in the Framework of DELTA. Volume I--Executive Summary.
PUB DATE- 22 May 90
NOTE- 18p.; Cover title is: "Impact Assessment & Forecasts of Information and Communications Technologies Applied to Flexible and Distance Learning." For related reports, see IR 015 316-323.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

on the following topics: (1) at risk students, 10 titles; (2) choice, 7 titles; (3) community and parent involvement, 12 titles; (4) curriculum development and evaluation, 10 titles; (5) early childhood education, 10 titles; (6) equity and multicultural education, 17 titles; (7) instructional leadership and supervision, 8 titles; (8) leadership, 9 titles; (9) management and administration, 9 titles; (10) organizational change, 10 titles; (11) partnerships, 8 titles; (12) planning, 6 titles; (13) restructuring and school improvement, 26 titles; (14) rural education, 19 titles; (15) school finance and fund raising, 6 titles; (16) school-based management, 8 titles; (17) staff development, 10 titles; (18) student assessment, 9 titles; (19) teacher evaluation, 7 titles; (20) teacher recruitment and selection, 4 titles; and (21) technology and distance education, 12 references. References are listed alphabetically by author in each section, and include all author's names, title, year of publication, publisher, document length in pages, and library classification number. Items listed include reports, guides, literature reviews, and other studies. A form for interlibrary loan requests is provided. (DB)

ED 340 358 IR 015 353

State Policy on Technology for Distance Learning: Recommendations to the Legislature and the Governor in Response to Senate Bill 1202 (Chapter 1038, Statutes of 1989).
PUB DATE- Apr 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Communications Satellites; *Distance Education; Educational Technology; Elementary Secondary Education; Higher Education; Policy Formation; Public Policy; *State Legislation; Statewide Planning

Through Senate Bill 1202 (Chapter 1038; Hart, Statutes of 1989), the California Legislature directed the California Postsecondary Education Commission to develop a state policy statement on the use of distance learning technology in education, "to be considered and, if appropriate, adopted by the Legislature." Other issues to be addressed by the Commission were also specified by the Legislature, including funding and management of intersegmental distance learning efforts, course credit transfer, qualifications and credentialing of instructors and onsite personnel, and ensuring course quality. The Commission was also asked to compile research on the effectiveness and cost-effectiveness of distance education at the various levels. This report presents the Commission's response to the legislative charge. It reviews the potential of distance learning technology in meeting the state's education needs, summarizes the conclusions of the literature assessing the effectiveness of distance learning, and identifies the barriers to expanded use of this technology. The Commission then proposes both a state policy and the steps needed to implement it. A copy of Senate Bill 1202 is appended. (16 references) (DB)

ED 340 359 IR 015 354

High-Definition Television: Applications for This New Technology. Fact Sheet for the Chairman, Subcommittee on Telecommunications and Finance, Committee on Energy and Commerce, House of Representatives.

research project questioned parents of home-schooled children about their children's use of public library resources. The questionnaire was distributed at a statewide home-school convention attended by 2,100 persons, representing 1,175 families. Questionnaires were given one to a family, with a 10% non-probability accidental sample response rate (N=150). Results from the survey indicated that Ohio home-schooled children and their parents use public libraries frequently. Seven tables display the following information: (1) number of respondents answering the survey, by gender; (2) number of parents or non-parents of home-school children; (3) number of children being home-schooled; (4) use of prepared curriculum in home-schooling; (5) public libraries used as additional sources; (6) frequency in using public libraries; and (7) services used at the public library by home-schoolers. A copy of the questionnaire is appended. (9 figures) (MAB)

ED 340 378   IR 053 876

Collins, Patricia L.
Are Two Parent Families Disproportionately Represented in Young Adult Literature?
PUB DATE- Jul 91
NOTE- 42p.; Master's Thesis, Kent State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Adolescent Literature; Divorce; *Family Characteristics; Family Structure; Literature Reviews; Nuclear Family; One Parent Family; Reading Materials; Secondary Education

This study is an evaluation of a cross-section of literature for young adults published in the United States. The books were selected from "Best Books for Young Adults" for the years 1970 to 1990 inclusive. This study shows that when compared to United States census data, there is a disproportionate number of nontraditional family settings in current young adult literature. The number of books with the protagonist living in a two parent family is consistently less than the number of young people actually living in a two parent family based on census evidence. The results should enable librarians to manage their collections to reflect the true societal family structure for their readers. (A table displaying the books included in the study with the type of family represented in each, and a summary of the U.S. census data for the percentage of families with two parents are appended.) (24 references) (Author/MAB)

ED 340 379   IR 053 877

Jordan, Pamela A.
The Librarian Image: A Child's Perspective.
PUB DATE- Apr 91
NOTE- 36p.; Master's Thesis, Kent State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Childhood Attitudes; Cultural Images; Elementary School Students; Grade 4; Hypothesis Testing; Intermediate Grades; *Librarians; Opinions; Questionnaires; *Stereotypes; Surveys
IDENTIFIERS- Student Surveys

The purpose of this study was to measure librarian image as perceived by children. The project focused on the hypotheses

EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *College Instruction; *College Programs; *College Role; Community Colleges; Institutional Characteristics; Institutional Mission; Professional Associations; Program Descriptions; *Teaching Methods; Two Year Colleges
IDENTIFIERS- *Ohio

"OATYC Journal," which is published by the Ohio Association of Two-Year Colleges, is designed as a forum for the exchange of concepts, methods, and findings relevant to the two-year college classroom. Along with commentaries and letters of reaction from the readership, the three issues of volume II contain the following major articles: (1) "Focus: Cuyahoga Community College Opens Doors to All," by Monica Martines; (2) "Joint Development by the State of Ohio and Its Two-Year Colleges of a Law-Enforcement Technology Curriculum," by A. Bari Lateef; (3) "General Education: Should It Be Included as a part of Technical Education?" by Lloyd N. Monnin; (4) "Professors Bring Theater into Classroom against Tradition," by Franklin R. Koontz and Phillip A. Sinclair; (5) "A Comparative Study of the Planning, Implementation, and Evaluation Process of Audience-Committed and Non-Directed Technical Writing Students," by Timothy D. Nolan; (6) "Issue: Should Technical Education Courses Transfer?" by Clarence H. Schauer and David Miller; (7) "Can Your Catalogue Stand the Test of FTC (Federal Trade Commission) Guidelines?" by Louis W. Bender; (8) "A Personal Perspective on Some Challenges Facing Ohio's Two-Year Colleges," by Nolen M. Ellison; (9) "Focus: Washington Technical College Serves the Washington County Area," by Edward W. Holzapfel, Jr.; (10) "A New Approach to Industrial Engineering Technology," by Max Covert and Robert L. Pfau; (11) "Complaint Investigation: A Practical Approach to Speech for Engineering Students," by Paul A. Sukys; (12) excerpts from the "Ohio Board of Regents' Third Master Plan for Ohio Higher Education"; (13) "Issue: Is the Open-Door Policy Workable? Shouldn't the Open Door Sometimes Be a Revolving Door?" by Mary Lou Conlin; (14) "Keep Away from that Swingin' Door," by Anna Maria P. Barnum; (15) "Learning Technology: Chimera or Reality?" by Byrl R. Shoemaker; (16) "OATYC Focus on ATI (Agricultural Technical Institute)," by Marjorie Kramer; (17) "A Different Introduction to Mathematics in a Remedial Course," by Henry Hansen; (18) "Issue: What Role and Weight Should Student Evaluations Have in an Appraisal of a Faculty Member?" by Kenneth Olcott and C. Wayne Jones; and (19) "Education/Work Policy: A New Imperative, A New Prospect," by Willard Wirtz. (EJV)

ED 340 398 JC 900 042

Fullen, James, Ed.
OATYC Journal, Vol. III, No. 1, Winter 1978.
PUB DATE- 78
NOTE- 37p.; This journal is being entered into ERIC, one year's worth at a time, with "Table of Contents" type abstracts, in order to provide indexing access to the individual articles via the text of the abstract.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *College Instruction; College Programs; Community Colleges; *Faculty Development; *Faculty Evaluation; *Instructional Improvement; Professional Associations; *Professional Development; Two Year Colleges
IDENTIFIERS- *Ohio

Interviews; Questionnaires; *Rural Education; School Location; Self Concept; *Student Attitudes; Student Characteristics; Student Educational Objectives; Student Financial Aid; Two Year Colleges
IDENTIFIERS- *Northern Lights College Fort Nelson Campus BC

In 1991, a study was conducted to determine perceptions regarding the deterrents to college attendance among adult learners in an isolated northern community. The study consisted of a survey of 40 students at the Fort Nelson campus of Northern Lights College (NLC) in British Columbia, and a follow-up interview of eight of the survey respondents. Subjects for the study were enrolled full-time at NLC during the 1990-91 academic year. Major study findings included the following: (1) 57.5% of the students surveyed indicated that lack of funding had been a major reason for delaying college entry, and 40% indicated that lack of funding could prevent students from achieving college success; (2) lack of self-confidence was cited by 32.5% of the respondents as a barrier preventing entrance into a college program; (3) over 35% of the respondents indicated that the college could help remove barriers by providing information on financial assistance (55%), reducing tuition (42.5%), providing assistance with day care (40%), and providing more useful course offerings (37.5%); and (4) the major reasons given for dropping out of college in the past were lack of self-confidence (20%), family obligations (17.5%), obtaining work (15%), and lack of funding (15%). Appendixes provide the survey instrument and interview responses. (JMC)

ED 340 415   JC 920 018

Pearson, Charlene V.
Barrier to Success: Community College Students Critical Thinking Skills.
PUB DATE- 19 Sep 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Cognitive Measurement; Community Colleges; Comparative Analysis; *Critical Thinking; Statistical Analysis; *Student Characteristics; Tables (Data); Test Norms; *Thinking Skills; Two Year Colleges

In 1991, a study was conducted using the Watson-Glaser Critical Thinking Appraisal (CTA) to determine how well students at Rancho Santiago College (RSC), a large, multicultural community institution in Santa Ana, California, demonstrated critical thinking abilities. Written at the ninth grade reading level, the CTA attempts to assess an individual's abilities in the areas of inference, recognition of assumptions, deduction, interpretation, and evaluation of arguments. A sample of 470 students took the CTA, and scores were analyzed in terms of sex, age, ethnicity, educational level, college units, educational goals, and courses and prerequisites taken. Study findings included the following: (1) 61% of the RSC students scored below the 50th percentile, including 79% of the ethnic minorities in the sample and 41% of the whites; (2) older students scored significantly higher than younger students; (3) 91% of the students with high school diplomas from foreign countries and 86% of the students without a high school diploma scored below the 50th percentile; and (6) course comparisons indicated that students who took honors speech and communications scored higher than did students in such courses as criminal justice, counseling, and political science. Overall, the RSC study group fell below the norms of other meeting its goals. Finally, part IX forecasts enrollments and major programmatic and capital trends for 1990-94. (PAA)

ED 340 432 JC 920 040

Enrollment Projections and Management: FY 1993. Research Report Number 74.
PUB DATE- 24 Jan 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Credits; College Planning; *Community Colleges; Economic Factors; Educational Finance; Enrollment; Enrollment Influences; *Enrollment Projections; Enrollment Rate; *Enrollment Trends; Full Time Equivalency; *Mathematical Models; School Demography; Student Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Enrollment Management; Howard Community College MD

This report presents a brief enrollment history of Howard Community College (HCC) for 1975 to 1991 and provides enrollment projections through 1993. In addition, the report discusses the use of the age cohort model to project credit enrollments, the change ratio model to project credit and credit-free enrollments, and the use of multivariate regression to model credit enrollments over time. Finally, the report reviews the implications of the projections for enrollment management issues, including a new funding formula, facilities shortages, and current faculty and staff resources. Report highlights include the following: (1) HCC's total full-time equivalent (FTE) enrollment grew from 1,096 in fiscal year (FY) 1975 to 3,300 in FY1991, for an average annual growth rate of 7.2%; (2) total FTE percentage growth was positive in almost every year, though it fell by 1.2% between FY1984 and FY1985; (3) enrollment growth in credit and credit-free programs for FY1992 and FY1993 are expected to be similar to enrollment growth for FY1990 and FY1991; (4) mid-year adjustments indicate that credit enrollment will increase by 10% from FY1991 to FY1992, bringing the college's total credit enrollment to 2,485 FTE, and by another 7% in FY1993, for a total of 2,659 FTE; (5) total FTE enrollment will increase by 7% in FY1992 for a total of 3,535 FTE; and by 5% in FY1993 for a total of 3,709 FTE; (6) past inadequacies in resources may have reduced enrollment growth in credit courses by as much as 50 FTE in fall 1992; and (10) projected growth levels assume relatively stable economic conditions through the end of calendar year 1993. (PAA)

ED 340 433 JC 920 041

Davenport, William S.
A Study of the Relationship between Attendance and Grades of Three Business Law Classes at Broome Community College.
PUB DATE- Nov 90
NOTE- 26p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Academic Achievement; *Attendance; *Attendance Patterns; Community Colleges; Educational Policy; *Grade Prediction; *Grades (Scholastic); Learning Theories; Participation; Predictive Measurement; Predictor Variables; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Broome Community College NY

In an effort to encourage the growth and maturity of its

Mission; Job Skills; Job Training; Labor Economics; Labor Force Development; *Program Descriptions; Program Development; Retraining; *Role of Education; *School Business Relationship; Two Year Colleges; Vocational Education

IDENTIFIERS- Kentucky; *University of Kentucky Community College System

The Commission to Study the Future of Community Colleges in Kentucky was established in 1988 to review the accomplishments of the Kentucky Community College System (KCCS) and to provide direction for the KCCS towards the year 2000. Developed as part of a collection of reports on the KCCS for use by the Commission, this two-part report reviews the current national economic situation, the special role of community colleges in economic development, and examines issues of economic development specific to Kentucky and the KCCS. Part 1 begins with a review of future research pointing to the need for national economic development policies and activities, and related educational programs. Next, an examination of the role of community colleges is presented, which includes a review of technology transfer; exemplary economic development programs at two-year colleges nationwide; tech-prep/associate degree programs; and a summary of recommendations from special commissions and policy boards. Part 2 focuses on issues of economic development for Kentucky and activities involving the KCCS and its programs. Following a review of the recommendations from a statewide coalition of business, government, and education leaders, part 2 reviews economic development efforts of the KCCS including the preparation of skilled workers, training/retraining for business and industry, advanced technology training, service to the agricultural and coal industries, services to small businesses, and pre-professional programs. A list of discussion questions for the Commission, a graphical analysis report of economic development issues in Kentucky, and a copy of educational legislation relating to tech-prep programs are included. (PAA)

ED 340 450   JC 920 063

Governance of the Community College System. An Overview of the University of Kentucky Community College System, Part Five.

PUB DATE- 89

NOTE- 97p.; In its: "Overview of the Community College System," prepared for the Commission to Study the Future of the Community Colleges in Kentucky, p168-258, 1989 (JC 920 058).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Deans; *Administrator Responsibility; Administrators; *Board Administrator Relationship; *College Administration; College Governing Councils; College Presidents; Community Colleges; *Governance; Governing Boards; Interprofessional Relationship; *Leadership Qualities; Leadership Responsibility; Politics of Education; State School District Relationship; Two Year Colleges

IDENTIFIERS- Kentucky; *University of Kentucky Community College System

The Commission to Study the Future of Community Colleges in Kentucky was established in 1988 to review the accomplishments of the Kentucky Community College System (KCCS) and to provide direction for the KCCS towards the year 2000. Developed as part of a collection of reports on the KCCS for use by the Commission in its work, this five-part report examines the governance structure of the KCCS and the relationship between such problem areas as awareness of, and sensitivity toward, homeless students on the part of students who are not homeless; lack of after-school, before-school, and summer programs for homeless students; and schools in shelters. Appendices include supporting documents of legislation, guides, reports, hearings, and other reference materials. (SH)

ED 340 469 PS 020 135

de Armengol, Mercy Abreu
Alternative and Nonformal Approaches To Provide Primary Level Education for Out-of-School Children: A Synthesis of Case Studies.
PUB DATE- Mar 90
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Case Studies; Children; Curriculum Development; Developing Nations; Dropouts; *Educational Innovation; *Educational Policy; *Elementary Education; *Equal Education; Foreign Countries; Homeless People; Instructional Materials; Literacy; *Nonformal Education; Outcomes of Education; Program Descriptions; Program Evaluation; Student Evaluation; Teacher Education; Teaching Methods
IDENTIFIERS- Bangladesh; Burundi; Colombia; India; Pakistan; Sri Lanka

This report by the UNESCO Institute for Education compares approaches to providing nonformal education to out-of-school children in Bangladesh, Burundi, Colombia, India, Pakistan, and Sri Lanka. The report analyzes some of the educational and demographic characteristics of the six countries, and the countries' policies concerning universal primary education and nonformal education. A profile for each of the six programs includes descriptions of the program's target population and its origin and evolution. For each of the six programs, the report also discusses: (1) structure and organization, including the contribution of nongovernmental organizations; (2) the development of curricula, which are generally based on formal education curricula; (3) special characteristics and innovative methods of the teaching-learning process for nonformal education; (4) learning materials, which include textbooks; (5) various types and varied amounts of training required for nonformal teachers; (6) strategies used for evaluating the programs and the students participating in the programs; and (7) financial support of the programs by governments, the church, and international agencies; and community support and participation. Program innovations and outcomes, including increased literacy and student achievement, are reviewed. Problems related to nonformal education, such as scarcity of resources, are discussed. (BC)

ED 340 470 PS 020 137

Hogan, Eileen L.
The Importance of the Mother-Provider Relationship in Family Child Care Homes.
PUB DATE- Apr 91
NOTE- 9p.; Paper presented at the Midwest Regional Conference of the Association for the Education of Young Children (Des Moines, IA, April 1991).
LANGUAGE- English

NOTE- 352p.; For Volume II, see PS 020 203. For the trainer's guide to this series, see PS 020 204.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Abuse; *Child Caregivers; Child Health; Cognitive Development; Communication Skills; *Day Care Centers; Health Education; Infants; *Learning Activities; *Learning Modules; Physical Development; Preschool Education; *Skill Development; Staff Development; Toddlers
IDENTIFIERS- *Caregiver Training; CDA; Child Development Associate; Child Safety; Learning Environments; *Training Materials

This text is Volume I of a comprehensive, self-instructional training program designed to address the training needs of child care programs serving children under 3 years of age. The two volumes are divided into modules that correspond to the 13 functional areas of the Child Development Associate competency standards. The modules may be completed in any order. Each module contains an overview of the topic addressed in the module; a pretraining assessment of the learner's skills pertaining to the functional area; four to seven learning activities; a form for noting the skills the learner has acquired while studying the module; and a knowledge and competency assessment to be made by the learner's trainer. Modules 1-6 in volume I address topics of: (1) promoting children's safety, and teaching children about safety; (2) promoting children's health and nutrition, and recognizing child abuse; (3) creating and using a learning environment; (4) encouraging children's physical development; (5) encouraging children's cognitive development; and (6) promoting the development of children's communication skills. The orientation section of volume I contains an annotated bibliography of 34 items, some of which are listed under specific topics. (BC)

ED 340 490   PS 020 203

Dodge, Diane Trister; And Others
Caring for Infants and Toddlers: A supervised Self-Instructional Training Program. Volume II.
PUB DATE- 91
NOTE- 352p.; For Volume I, see PS 020 202. For the trainer's guide to this series, see PS 020 204.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Child Caregivers; Creative Development; *Day Care Centers; Infants; *Learning Activities; *Learning Modules; Parent Participation; Preschool Education; Program Development; Self Esteem; *Skill Development; Social Development; Staff Development; Teacher Guidance; Toddlers
IDENTIFIERS- *Caregiver Training; CDA; Child Behavior; Child

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attachment Behavior; *Attention; Cognitive Development; *Interpersonal Competence; *Mothers; Parent Child Relationship; Play; Skill Development; *Thinking Skills; *Toddlers

The purpose of this study was to explore the influence of the security of mother-infant attachment and of infants' cognitive development on mothers' and infants' ability to coordinate their attention to objects with the attention of another person. Fifty-eight 15- to 19-month-olds were videotaped for 10 minutes while they played with toys near their mothers. Infants were then assessed by the Bayley MDI. Mothers completed a Q-sort assessment of security. Observers coded subjects' direction of attention. Security of attachment was correlated only with embedded attention, that is, looks to toys embedded between looks to mother. Bayley MDI scores were correlated with simple joint attention, embedded attention to mother, infant-aware joint attention, and mother-initiated joint attention. Findings suggest a directional relationship between joint attention and cognitive development. It is suggested that the coordination of mother-infant attention is predicted by the infant's developing cognitive competence more strongly than by age or the quality of mother-infant attachment. Patterns of mother-infant interaction that include coordinated attention to objects may support the infant's exploration of objects. A table of related material is appended. (GLR)

ED 340 509 PS 020 241

Head Start Income Guidelines Are Out of Touch with Poverty.
PUB DATE- 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *At Risk Persons; *Eligibility; *Federal Programs; *Low Income Groups; *Poverty; Preschool Children; Preschool Education
IDENTIFIERS- Program Requirements; *Project Head Start

Children whose family income is below the official poverty line determined by the Office of Management and Budget (OMB) are eligible for enrollment into Head Start. The official poverty line is currently $13,400 per year. In a 1990 report, the Head Start Silver Ribbon Panel noted that: (1) Head Start eligibility requirements are more stringent than those of other federal programs; (2) local cost of living or family circumstances may require at-risk families above poverty guidelines to be allowed entry into programs; and (3) there is a need for flexibility of income guidelines or the use of a sliding fee scale. The National Head Start Association recommends that the Head Start income eligibility guideline be increased to match the Medicaid guideline of $17,822 per year. This adjustment would make more than 500,000 low-income children eligible for Head Start services. The adjustment would also remove the barriers to coordination of services between Head Start and other services that result from differences in eligibility requirements. The method used by OMB for calculating the poverty line is explained. (BC)

ED 340 510 PS 020 247

student programs. (LP)

ED 340 529 RC 018 405

Knapp, Clifford E., Ed.
The Growth of Outdoor Teacher Education: Forty Years after the Vision. Lorado Taft Field Campus, 40th Anniversary, 1951-1991.
PUB DATE- Aug 91
NOTE- 22p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Experiential Learning; *Field Studies; Higher Education; Nature Centers; Off Campus Facilities; *Outdoor Education; Science Teaching Centers; *Teacher Education
IDENTIFIERS- Institutional History; *Northern Illinois University Taft Campus

In 1949 the newly-inaugurated president of Northern Illinois University (NIU), Dr. Leslie Holmes, announced his intention to establish a program in outdoor teacher education. The program would provide opportunities for teaching and experiential learning in a naturalistic setting. Two years later, NIU acquired a 66-acre camp near Oregon, Illinois, a former art colony, created by sculptor Lorado Taft, that had fallen into disuse following the artist's death. From modest beginnings, Taft Field Campus developed a six-pronged educational program that has made northern Illinois a focal point of outdoor education in the United States. Faculty members have been active in promoting the philosophy and practice of outdoor education and outdoor teacher education. Many conferences, seminars, and workshops have been held at Taft Campus. Over 96,000 schoolchildren and 45,000 NIU undergraduates have participated in resident outdoor education programs. Over 900 graduate students have received master's degrees in outdoor teacher education. The Taft Instructional Materials Center houses over 1,000 dissertations and theses on outdoor education and related topics. This anniversary booklet contains photographs, poems, a brief timetable of Taft Campus historical events and noteworthy faculty, and selected paragraphs about outdoor education and Taft Campus excerpted from NIU publications. (SV)

ED 340 530 RC 018 413

The Circle for Educational Excellence. An Educational Partnerships Program Designed To Meet the Needs of At-Risk Students in Rural Russell County, Virginia.
PUB DATE- 91
NOTE- 42p.; Tables contain small type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Involvement; Cooperative Programs; *Dropout Prevention; Elementary Secondary Education; *High Risk Students; Potential Dropouts; *Rural Education; School Business Relationship; *School Community Programs; *Self Esteem
IDENTIFIERS- *Partnerships in Education; *Russell County Public Schools VA

Many rural youth in Russell County, Virginia, are at risk of becoming dropouts due to economic and social factors seen throughout Appalachia. These influences include high levels of checklist to identify problems or potential problems related to academics. An adviser sheet was also developed to promote goal setting, which fosters discussion between student and advisor. The appendices include the forms used to implement the advisement program. (LP)

ED 340 547 RC 018 452

Barker, Bruce O.
The Distance Education Handbook. An Administrator's Guide for Rural and Remote Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 92
NOTE- 66p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Administrator Guides; *Distance Education; *Educational Planning; Educational Research; Elementary Secondary Education; *Rural Education; Rural Schools; Small Schools; *Telecommunications

This handbook presents a snapshot view of the use of telecommunications technologies to deliver instruction to distant audiences of K-12 students in the United States. The information is intended specifically for people who work in and with small, rural, or remote schools. Available technologies and programming vary widely in offerings and quality. Before selecting a particular program or distant learning system, administrators must consider the issues of the system's purpose, who controls the system, costs, course offerings, scheduling, class size, level of teacher-student interaction, qualifications and evaluation of teleteachers, qualifications and duties of classroom facilitators, and grading and routing class materials. Thirteen types of interactive distance learning technologies are described, and typical costs are outlined. Details are provided on specific programs and projects that use audio conferencing, audiographics teleteaching, fiber optics or microwave, instructional television fixed services, and direct satellite broadcasts. Only limited research on the effectiveness of K-12 distance learning has been completed. This handbook reports available evidence on student achievement, instructional effectiveness, administrator and student satisfaction, teaching methods, teacher-student relationship, and cost effectiveness. Advantages and disadvantages are outlined for satellite, audiographics, and two-way full-motion TV delivery. The final chapter discusses the opportunities that distance education is providing to rural areas and the ways in which it changes the ongoing debate about small rural schools. This book contains 30 references and an annotated bibliography of 35 documents about distance education that are in the ERIC database. (SV)

ED 340 548 RC 018 453

An Early Childhood Education Bibliography for Parents, Preschoolers, and Professionals.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Migrant Div.
PUB DATE- 91

third grade are: reading and writing numerals; rounding; putting numbers in order; operations of whole numbers; measurement; identifying shapes; and solving money problems. Activities for fifth grade include: reading and writing numerals; rounding; fractions; operations of whole numbers; measurement; real world problems and money problems. The corresponding skill number, needed materials, newspaper activities for skill reinforcement, and an activity sheet are provided in each activity. (YP)

ED 340 567   SE 050 306

Using the Newspaper To Reinforce Mathematics Skills. Minimum Student Performance Standards for Florida Schools. Grade 11.
SPONS. AGENCY- Florida Newspaper in Education Coordinators, Inc., Jacksonville.
PUB DATE- 86
NOTE- 50p.; Some graphics may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Grade 11; Mathematical Applications; *Mathematical Concepts; Mathematics; Mathematics Achievement; Mathematics Instruction; *Mathematics Materials; *Mathematics Skills; *Minimum Competencies; *Newspapers; Secondary Education; *Secondary School Mathematics
IDENTIFIERS- *Florida Minimum Student Performance Standards

The newspaper is a familiar tool to many teachers. This book explores another use for the newspaper in the classroom. As an aid in the teaching and remediating of basic mathematics skills, the newspaper adds variety to classroom instruction. The suggested newspaper activities and teaching ideas presented here are specifically designed to reinforce the Minimum Student Performance Standards identified by the Florida Department of Education for grade eleven. Activities included are: rounding of numbers; putting numbers in order; fractions; operation of whole numbers and decimals; percentage; measurement; estimation; and interpreting graphs, tables and maps. The corresponding skill number, needed materials, newspaper activities for skill reinforcement, and an activity sheet are provided for each activity. A list of resource materials is included. (YP)

ED 340 568   SE 050 393

Pembleton, Sil, Ed.; And Others
Science Education in Rural and Small Schools. Proceedings from the Rural and Small Schools Conferences, Science Education Sections: 1985-1987 (Manhattan, Kansas).
PUB DATE- Oct 87
NOTE- 177p.; For 1988 proceedings, see SE 050 394.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Curriculum Development; *Elementary School Science; Elementary Secondary Education; *Rural Schools; *Science Activities; Science and Society; Science Education; *Science Experiments; Science Projects; Scientific Concepts; Secondary School Science; *Small Schools; Teacher Education
IDENTIFIERS- *American Association of School Administrators

in science and math education. Witnesses include the following officials: (1) John Andelin, Office of Technology Assessment; (2) Christopher T. Cross, Office of Educational Research and Improvement; (3) Mark O. Hatfield, Senator from Oregon; (4) Sue Kemnitzer, former executive director, Task Force on Women, Minorities, and the Handicapped in Science and Technology; (5) J. Thomas Ratchford, National Science Foundation; (6) Richard E. Stephens, Department of Energy; and (7) Luther Williams, National Science Foundation. The text of S. 1951, the prepared statements of witnesses in order of appearance, a report on "Coordination of Programs on Mathematics and Science Education for the Department of Education, the National Science Foundation, and Other Agencies," and a letter to Senator Glenn from Christopher T. Cross dated June 14, 1990 are appended. (KR)

ED 340 588   SE 052 412

Excellence in Mathematics and Science. Conference Report To Accompany H.R. 996. House of Representatives, 101st Congress, 2d Session.
PUB DATE- 24 Oct 90
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Engineering Education; Excellence in Education; *Federal Legislation; Females; Financial Support; Graduate Students; Grants; *Mathematics Education; Minority Groups; *Scholarships; *Science Education; Technological Advancement
IDENTIFIERS- *Congress 101st

The recommended Senate amendment to the bill (H.R. 996) to establish the Congressional Scholarships for Science, Mathematics, and Engineering, and the joint explanatory statement of the committee of conference are presented. The sections to be amended include the following: (1) Mathematics, Science and Technology Improvements; (2) Higher Education; (3) Women and Minorities in Mathematics, Science, and Engineering; (4) Education Coordination and Department of Energy Programs; (5) Science Scholarships; and (6) General Provisions and Authorization of Appropriations. (KR)

ED 340 589   SE 052 421

Science in the Elementary Schools.
PUB DATE- May 87
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Tests; Discussion (Teaching Technique); *Elementary School Science; Experiential Learning; Grade 3; Inquiry; Inservice Teacher Education; Integrated Curriculum; Interdisciplinary Approach; Language Arts; Learning Processes; Preservice Teacher Education; Primary Education; Questionnaires; Rural Schools; Science Activities; Science Education; *Science Instruction; Student Evaluation; Suburban Schools; Urban Schools
IDENTIFIERS- Massachusetts Educational Assessment Program; *Science Achievement

Although a major purpose of the Massachusetts Educational Assessment Program (MEAP) is to measure science achievement, it is also designed to provide information that can be used to improve curriculum and instruction. Student, teacher, and principal surveys were used to gather information on

Observation; Preservice Teacher Education; Qualitative Research; Science Education; *Science Instruction; *Student Teachers; *Teacher Attitudes; Teacher Characteristics; Teaching Methods

Science is viewed as a neglected subject in many U.S. elementary schools. Many elementary school teachers feel unqualified and uncomfortable when asked to teach it. A study looked at a teacher who is enthusiastic about teaching science at the elementary school level. The constraints the teacher faced and ways in she dealt with them in her teaching were addressed. In order to examine the transition from university student to student teacher of this beginning teacher, she was observed during the 45-minute science period that took place 4 mornings a week. The data sources for this project were field notes taken during observations; transcripts of interviews with the student teacher, her cooperating teachers, students, and the principal; and documents including lesson plans, class handouts, and tests. Data analysis consisted mainly of inductive analysis in repeated examination of these data sources that led to the development of categories for organizing data. Assertions were generated and their validity tested by triangulating the various data sources. From the data, a picture of the student teacher's vision of teaching elementary school science, including her views on inquiry, textbooks, and group work was compiled. The constraints the student teacher perceived and the coping patterns used by the student teacher are discussed. The findings suggest that in order to implement reforms the position of the preservice teacher negotiating idealistic beliefs about science teaching within the existing school structure must be taken into account. This study established a theoretical base from which we can begin to understand science enthusiasts among prospective teachers and their transition from novice to experienced teachers. (34 references) (KR)

ED 340 608 SE 052 550

McGinnis, James Randy
A Comparison of Six Different Diagnostic Procedures Used To Check Raw Quantitative Data for Outliers in a Generic Science Education Study.
PUB DATE- 9 Apr 91
NOTE- 16p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computation; *Data Analysis; Educational Research; Elementary Secondary Education; Graphs; Regression (Statistics); Science Education; Statistics
IDENTIFIERS- *Outliers

This generic science education study demonstrates the contrast of findings obtained through analyzing all the raw data as opposed to removing various combinations of identified potential outliers provided through the application of six diagnostic procedures. Outliers are defined as extreme data points with large residuals. It is argued that an outlier check should be performed on all quantitative data analyzed in science education research to "sound a warning" concerning the accuracy of the collected raw data before standard parametric procedures are applied. Five of the diagnostic procedures are regression diagnostics: the Leverage Point, the Studentized Residual,

SPONS. AGENCY- Marion County Elections Div., Salem, OR.
PUB DATE- 90
NOTE- 343p.; Illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Constitutional Law; *Elections; Law Related Education; Learning Activities; Political Campaigns; Political Candidates; Secondary Education; Social Studies; Student Educational Objectives; *United States Government (Course); United States History; Voter Registration; Voting; Voting Rights
IDENTIFIERS- *Oregon

This Oregon curriculum resource guide about elections is intended for use by secondary social studies teachers who may already be teaching about elections, but need additional information and ideas to integrate into their classes. The guide is organized so that teachers may select individual lessons and activities to use in the existing curriculum, or use an entire unit or several units in sequence in their classes. This guide can be used in many different instructional areas: history, politics, speech and debate, sociology, and law. Three extensive units are included: (1) historical and legal issues; (2) practical information about registration, voting, and elections; and (3) elections and you: becoming a working member of participatory government. Each unit contains the following elements: teaching objectives and sample lesson plans; worksheets, learning guides, and questions for discussion; essays, pre-tests and multiple choice examinations; background information; teaching activity ideas; statistics, charts, cartoons, forms, and other enrichment materials. This guide was produced in Oregon, and some of the materials reflect that state's perspective; yet, the guide is broad in scope and would prove useful for teachers in any state. (DB)

ED 340 627 SO 021 333

Scott, John W., Ed.
Folksong in the Classroom. Volume XI, Numbers 1-3, 1990-91.
PUB DATE- 91
NOTE- 94p.; For other volumes in the series, see ED 273 504-508, ED 308 107 and ED 327 463.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Folk Culture; Foreign Countries; Foreign Culture; *Instructional Materials; *Music Education; Social Studies; *Songs; War; Working Class
IDENTIFIERS- *Folk Music; Newfoundland

This volume of a journal on folksong for elementary and secondary teachers of history, literature, music, and the humanities contains three issues. The Fall 1990 issue is devoted to the songs of Newfoundland. The Winter 1991 issue features songs concerning mine, mill and tunnel workers in the years 1877-1932. The Spring 1991 issue focuses on songs about soldiers and war. In addition to the words and music for a number of songs, each issue also contains background information about the overall topic and each song. (DB)

ED 340 628 SO 021 481

Cook, Alice H.
Union Initiatives in Dealing with Family Problems. Revised.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Russell Sage Foundation, New York, N.Y.; Women's Bureau (DOL), Washington, D.C.
PUB DATE- Jun 89
NOTE- 40p.; Paper prepared for the Panel on Employer. Policies and Working Families, Committee on Women's Employment and Related Social Issues, Commission on Behavioral and Social Sciences and Education, National Research Council/National Academy of Sciences. Funding also provided by the IBM Corporate Support Program.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Services; Day Care; *Employed Women; Employment; Family Health; *Family Problems; *Females; Flexible Working Hours; Fringe Benefits; Labor Conditions; Labor Demands; *Labor Problems; Quality of Working Life; *Sex Role; Social Change; Transportation; *Unions; Work Environment
IDENTIFIERS- Family Work Relationship; *Labor Responsibility

The numbers of women entering the workforce have steadily risen since the mid 1950s. The nature of the family unit has correspondingly changed; the family in which the man was the husband and breadwinner and the woman was wife and mother devoted full time to home and family is a rarity. The attempt on the part of working family members to accommodate the demands of both work and family has given rise to a broad range of problems. This paper surveys the efforts undertaken by labor unions to respond to these problems, including: child and elder care, health care, transportation, access to community services, alternative work schedules, vacations and leaves for both parents, and choice, according to changing need, among a variety of employee benefit plans. (DB)

ED 340 648 SO 021 719

Hatcher, Barbara
Classroom Materials for the Columbian Quincentenary.
PUB DATE- 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Annotated Bibliographies; Audiovisual Aids; Childrens Literature; Elementary Secondary Education; *History Instruction; *Instructional Materials; North American History; Periodicals; *Resource Materials; *Social Studies; *World History
IDENTIFIERS- *Columbus (Christopher); *Columbus Quincentenary; Explorers

This annotated bibliography features materials concerning Christopher Columbus and the legacy of his expeditions to the New World. The following categories of materials are included: (1) adult books about Columbus; (2) articles about Columbus; (3) ERIC documents about Columbus; (4) children's books about Columbus; (5) children's magazines about Columbus; (6) jackdraws, discovery kits, resource packages, and films and videos about Columbus; and (7) films and videos about Columbus. (DB)

Effectiveness; *Teacher Responsibility; Workshops
IDENTIFIERS- *Leadership Effectiveness; *Professionalization of Teaching

Effective leadership techniques are needed by professional teachers both in the classroom and in interactions with other professionals. Issues related to appropriate leadership styles and leadership training are discussed and include: (1) leadership styles; (2) characteristics of a leader; (3) how leadership characteristics are developed; (4) what followers want from their leaders; (5) myths about leaders; (6) the role of stress; and (7) ways to select an appropriate leadership style for a specific situation. Selected instruments (not included) were administered concerning the following: (1) identifying what good leadership is; (2) identifying one's leadership characteristics; (3) identifying one's specific leadership situation; (4) identifying one's stress level and how this influences one's leadership abilities; (5) how to select a specific situational leadership style; and (6) improvement checklists. A review of the research yielded the following list of leadership qualities: energy, resistance to stress, self-objectivity, work standards, likeability, initiative, communication skills, honesty, perseverence, human relations skills, knowledgeability, self-confidence, and adaptability. (LL)

ED 340 669 SP 033 394

Shiina, Mankichi; Chonan, Mitsuo
Trends in the Reform of In-Service Teacher Training in Japan: Introduction of the Beginning Teachers' In-Service Training System.
PUB DATE- Jul 91
NOTE- 30p.; Paper presented at the Annual Meeting of the Japan-U.S. Teacher Education Consortium (4th, Palo Alto, CA, July 8-11, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Compulsory Education; Educational Research; Elementary Secondary Education; *Faculty Development; Foreign Countries; Higher Education; Inservice Teacher Education; Preservice Teacher Education; Teacher Certification; *Teacher Education Programs; Teacher Effectiveness; Teacher Salaries
IDENTIFIERS- *Japan; Ministry of Education (Japan); *Reform Efforts

Is is said in Japan that worthy education becomes possible only with the presence of worthy teachers. With these words in mind, this publication examines strategies for the reform of preservice education and inservice professional development for teachers in Japan's compulsory elementary and junior high schools. The report discusses: needed improvement of teachers' competency levels, salaries, and training; a 1-year beginning teacher inservice training program; and themes to be pursued through further research. A chart showing the organization of the present school system and six tables complete the document. The tables are labelled as follows: (1) comparison of starting salaries for college graduates and those having worked 10 years; (2) standards for teacher certification as of 1988; (3) the minimum number of credits for professional subjects required for a first class certificate for elementary and lower and upper secondary school teachers; (4) a summary of inservice teacher training organized by the Ministry of Education, activities and assignments, and related readings. (LL)

ED 340 689 SP 033 502

Purkey, William Watson; Stanley, Paula Helen
Invitational Teaching, Learning, and Living. Analysis and Action Series.
PUB DATE- 91
NOTE- 91p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Classroom Environment; Conflict Resolution; Elementary Secondary Education; *Self Actualization; Student Attitudes; Student Development; *Teacher Attitudes; *Teacher Effectiveness; Teacher Role; *Teacher Student Relationship; *Teaching Styles
IDENTIFIERS- *Invitational Education

Invitational education aims at creating a total school environment that intentionally summons teachers and students to realize their potential in all areas of worthwhile human endeavor and to make classrooms "the most inviting place in town." Within this model, invitational teaching addresses the role of the teacher in summoning individuals to see themselves as able, valuable, and responsible, who behave accordingly. This publication is organized into six chapters: (1) "What Is Invitational Teaching?" which identifies the vital elements of trust, respect, optimism, and intentionality; (2) "Foundations of Invitational Teaching," which offers a detailed look at the perceptual tradition and the self-concept theory upon which invitational teaching rests; (3) "Four Levels of Functioning," which describes teachers who are intentionally disinviting, unintentionally inviting, unintentionally disinviting, and intentionally inviting, and introduces the "plus factor" described as teaching with such skill and grace that the act of inviting does not call attention to itself; (4) "The Four Corner Press," which examines ways in which teachers can be more inviting, personally and professionally, with themselves and others; (5) "The Five Powerful Ps" (people, places, policies, programs, and processes); and (6) "Conflict Resolution: The Rule of the Five Cs" (concern, confer, consult, confront, and combat). A 116-item bibliography is included. (LL)

ED 340 690 SP 033 503

Newman, Judith M.
Interwoven Conversations: Learning and Teaching through Critical Reflection.
PUB DATE- 91
NOTE- 421p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Critical Thinking; Decision Making; Educational Strategies; Elementary Secondary Education; *Faculty Development; Foreign Countries; Higher Education; Institutes (Training Programs); Instructional Effectiveness; *Personal Narratives; Reading Instruction; Summer Programs; Teachers; *Teaching (Occupation); Theory Practice Relationship; Writing (Composition)
IDENTIFIERS- *Collaborative Inquiry; *Reflective Thinking

This volume examines learning, teaching, and reflective practice.

Statistical Association (Atlanta, GA, August 22, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Awards; Demonstration Programs; Elementary Education; *Mathematics Achievement; Merit Pay; Models; Participant Characteristics; Premium Pay; *Professional Recognition; Program Evaluation; Public Schools; *Reading Achievement
IDENTIFIERS- *South Carolina Education Improvement Act 1984; *Teacher Incentives

This study was conducted to assess the first year of full implementation of a teacher incentive program (TIP) in South Carolina. The study examines the relationship between student achievement and teacher participation in one of several incentive model programs. The research also explores award winning teachers and their association with higher gains by students in reading and mathematics achievement scores. A stratified random sample of schools was selected from which all TIP award recipients and a matched control sample of nonparticipants were selected as subjects, limiting the study to classroom teachers of reading and/or math in grades 1-6 during the 1988-89 school year. Relevant characteristics for all teachers and their classes were recorded, along with achievement data for students. Results demonstrate that participants in TIP are associated with higher gain scores in reading and math than nonparticipants, and suggest that screening candidates for teaching awards is consistent with the goals of performance-based compensation programs. (LL)

ED 340 710 SP 033 531

Tompkins, Ruth Stahler
Teaching a Cognitive Learning Strategy: Can Teachers-in-Training Assist Middle School Students To Utilize a Matrix Technique To Form Comparisons and Contrasts?
PUB DATE- Oct 91
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 17, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Abstract Reasoning; Education Majors; *Instructional Effectiveness; Intermediate Grades; Junior High Schools; *Learning Strategies; *Middle Schools; Preservice Teacher Education; Student Teaching; *Teaching Methods; *Thinking Skills
IDENTIFIERS- *Matrix Operations; Middle School Students

The need for developing cognitive skills in early adolescents as they move from concrete thinking to more abstract operations has been documented. College students seeking the middle school endorsement in education were trained to utilize matrices as graphic constructs of textual materials. By examining these content matrices, prepracticum teachers were instructed to show middle school students the thinking process of forming contrasts and comparisons. During a middle school practicum experience, four student teachers taught the matrix technique within their subject area classes. Assessment of practicum teachers' abilities to implement the technique was conducted by both the researcher and cooperating teachers. Using a 25-item rating scale, training and ability to instruct middle school

The Diagnostic Assessments of Reading with Trial Teaching Strategies (DARTTS) is a program of diagnostic tests with sample lessons in aspects of literacy. Developed by Florence G. Roswell and Jeanne S. Chall, the DARTTS program is published in a multilevel format for beginning through advanced (high school) readers. Teachers administer and score diagnostic tests and use a checklist of qualitative observations of student reading. Recording the student's highest mastery levels gives a score report for the following areas: (1) word recognition; (2) word analysis; (3) oral reading; (4) silent reading comprehension; (5) spelling; and (6) word meaning. Word analysis can also be evaluated. Trial teaching strategies, to be used as indicated by the assessment, are provided for developmental levels (beginning, primary, intermediate, and advanced). In fall 1989, approximately 1,700 students took the diagnostic assessments to establish the relative difficulty of the test items as a preliminary to a validation study with about 4,000 students using the complete program. The program is suggested for use in regular classrooms, Chapter 1 programs, special education, student placement decision making, and adult literacy programs. Sample lessons from the trial teaching strategies are included. (SLD)

ED 340 727   TM 017 772

Iowa Tests of Basic Skills: Administrator's Summary. Report No. 9-50899.
PUB DATE- 90
NOTE- 33p.; A promotional booklet advertising a commercially-available test.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Tests; *Basic Skills; Curriculum Evaluation; Educational Assessment; Elementary Secondary Education; Language Tests; Mathematics Tests; *Minimum Competency Testing; Reading Tests; Science Tests; Social Studies; *Standardized Tests; State Programs; Test Construction; Testing Programs; Test Items; Test Manuals; *Test Use; Vocabulary Skills
IDENTIFIERS- *Iowa Tests of Basic Skills

The Iowa Tests of Basic Skills (ITBS), here summarized for administrators, are intended to provide information about the skills development of individual students and about relative strengths and weaknesses of the instructional program. The ITBS represents the first comprehensive elementary school and secondary school statewide testing program in the nation, having been designed and constructed at the University of Iowa (Iowa City) since 1935. Over the years, hundreds of studies have examined issues related to the ITBS. The Riverside Assessment Program publishes 14 test levels, including the ITBS, from kindergarten through grade 12. The tests are numbered to correspond roughly with chronological age rather than grade. Alternate forms and related ability tests are offered. Tests are offered in the following areas: (1) vocabulary; (2) reading comprehension; (3) language; (4) mathematics concepts; (5) mathematics problem solving; (6) mathematics computation; and (7) social studies and science supplement to the ITBS batteries. Higher order thinking skills are measured throughout the ITBS batteries. Issues of item quality and item bias are discussed, with summaries of

1 (an executive summary) highlights the major findings and recommendations resulting from the study of nutrition education. chapter 2 discusses the forces that have shaped the role of nutrition in the medical curriculum during this century. Chapter 3 reviews knowledge implicating nutrition as one of the etiological factors contributing to many forms of chronic and degenerative disease. Chapter 4 contains summaries of previous conferences, congressional hearings, and surveys that have examined this subject as well as reviews of other relevant reports. An outline of core concepts and a basic body of nutrition knowledge that all graduating medical students should acquire during their medical training are presented in chapter 5. Chapter 6 summarizes the findings based on all the data analyzed and presents strategies for effectively incorporating nutrition into the medical school curriculum. Chapters 2, 3, and 4 include extensive references. Also included are an index and, in appendixes, survey forms, technical information on the study, testimony of the American Medical Student Association, and a report on the nutrition science content of National Board examinations. (JB)

ED 340 285 HE 025 135

LaSalle, Patricia Ann
College and University Magazines: Building Credibility To Advance Your Institution.
PUB DATE- 91
NOTE- 130p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Alumni; Colleges; Editing; Editors; *Higher Education; *Institutional Advancement; Mission Statements; Organizational Communication; *Periodicals; Public Relations; Universities

This monograph examines college and university magazines aimed at alumni and designed to promote the institution and enhance its image. The first third contains three chapters. The first chapter reviews the evolution of these publications from their start in the late 1800s to today. The next chapter addresses questions of a magazine's role, whether it should serve to simply provide information or build the institution's image. The third chapter looks at policies and how they are developed: management and staffing, audiences, reporting relationships with executives in the institution, sources of support, content, and editorial authority. An appendix to this section contains a list of professional benchmarks for editors, a statement of ethics, and sample mission statements. The second and third sections contain reprints from the magazine CURRENTS for professionals in institutional advancement. The reprints in the first group address substance and style questions including writing, format, faculty authors, research news, editorial authority and independence, giving support to fund raising, and plagiarism. The second group of reprints offers ideas for change including format, mission statements, surviving reduced funding, management, and converting to recycled paper. A bibliography offers 33 items. (JB)

ED 340 286 HE 025 136

such as the lack of native language proficiency. The first three session topics are as follows: "The Philosophy and System of Accepting Foreign Students" (the history and the policy); "The Philosophy and System of Sending Students" (expectations and proposals to Japan); and "The Present State and System of Accepting Foreign Students in Japan" (problems and future perspectives). The problems surrounding the philosophy and a variety of systems of accepting and sending students are fully discussed. (GLR)

ED 340 305 HE 025 157

Lawler, Patricia A.
The Challenges of the Future: Ethical Issues in a Changing Student Population.
PUB DATE- Nov 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Development; *Adult Education; *Adult Learning; *Adult Students; Andragogy; College Students; Continuing Education; *Educational Principles; Educational Trends; Enrollment Trends; *Ethics; Higher Education; Individual Characteristics; Nontraditional Students; School Demography

The increase in the numbers of adult students studying on college and university campuses has created a new set of ethical and administrative challenges for those institutions. Projections for the nineties suggest 50 percent of enrollment will be adults. Characteristically, adult students perceive themselves to be responsible for their own lives; come to education voluntarily; bring life experience to the classroom; have realistic, practical goals for education; and have increased capacity for certain kinds of learning. Issues facing administrations and faculty include recognizing the diversity in student populations and valuing adult learners. The following nine principles can assist institutions as they serve adult students: (1) create a physical and social climate of respect; (2) encourage collaborative modes of learning; (3) include and build on the student's experiences in the learning process; (4) foster critically reflective thinking; (5) include learning which involves examination of issues and concerns, transforms content into problem situations, and necessitates analysis and development of solutions; (6) value learning for action; (7) generate a participative environment; (8) empower the student through learning; and (9) encourage self-directed learning. These principles respect the autonomy of the adult and the continuing development and growth of the student. Included are 24 references. (JB)

ED 340 306 HE 025 158

Scheetz, L. Patrick
Recruiting Trends 1991-92: A Study of Businesses, Industries, and Governmental Agencies Employing New College Graduates. 21st Anniversary Edition.
PUB DATE- 3 Dec 91
NOTE- 87p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

programs, the text for a brochure in the works on increasing participation of ethnic minorities in international education exchange, and a bibliography of 21 resources. The document contains an introduction by Jon Booth. (JB)

ED 340 324 HE 025 178

Zikopoulos, Marianthi, Ed.; And Others
Open Doors 1990/91: Report on International Educational Exchange.
SPONS. AGENCY- United States Information Agency, Washington, D. C.
PUB DATE- 91
NOTE- 219p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- Colleges; College Students; Comparative Analysis; *Enrollment; Foreign Countries; *Foreign Students; Geographic Distribution; Geographic Regions; Higher Education; International Educational Exchange; Marital Status; Research; Sex; Statistics; *Student Characteristics; Student Financial Aid; *Student Mobility; *Study Abroad; Units of Study; Universities

This six-part report presents statistical data on worldwide trends in student mobility and migration, national origin, sources of financial support, fields of study, enrollments, and rates of growth. Part I explores the nature of student migration worldwide and presents data on the overall numbers of students going abroad and the extent to which these flows vary over time. Part II presents results of research on the foreign student population in the United States, including population distributions by geographic areas, fields of study, and total numbers of students from originating countries and regions. Part III presents separate profiles of foreign undergraduate and graduate students, examines the geographic origins of students at each level, and analyzes other characteristics of graduate and undergraduate students, such as their primary funding source, gender, marital and enrollment status, and immigration status or visa type. Part IV presents survey findings of the number of non-immigrant foreign students enrolled in intensive English language programs. Part V provides statistical data on student mobility from the United States to other countries, and Part VI presents estimated cost-of-living expenditures by foreign students in the United States. Appendices include more detailed data on annual censuses of foreign students, and intensive English language enrollment. (GLR)

ED 340 325 HE 025 180

Dey, Eric L.; And Others
The American Freshman: Twenty-Five Year Trends, 1966-1990.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Department of Education, Washington, DC.; Ford Foundation, New York, N.Y.; Lilly Endowment, Inc., Indianapolis, Ind.; National Science Foundation, Washington, D.C.
PUB DATE- Sep 91
NOTE- 219p.; For a related document, see HE 025 181 and ED 303 133. A product of the Cooperative Institutional Research Program.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS- Change Strategies; Computer Networks; Computer Software; *Distance Education; *Educational Planning; Educational Technology; Foreign Countries; Information Technology; *Instructional Design; Instructional Systems; Job Training; Labor Force Development; *Marketing; Postsecondary Education; Supply and Demand; *Telecommunications; Teleconferencing; *Training Methods
IDENTIFIERS- *Electronic Universities; European Communities Commission

This report, the first volume in a three volume set, summarizes the results of a study performed by the DELTA (Developing European Learning through Technological Advance) Unit in parallel with the projects underway in the research and development Exploratory Action. The report identifies the key issues, associated requirements and options, and potential actions to be taken. Chapters include the following: (1) Challenges and Opportunities, which covers training in a highly technological environment in Europe; (2) Shaping of Change--Potential Market Demand and Problems of Supply; (3) Learning Technology Pedagogics, which covers tutoring, process management, modelling the learner or trainee, didactic strategies, exploratory scenarios, collaborative learning, psychological and motivational factors, learning technology cost and effectiveness; (4) Learning Technologies, which covers portability, interoperability, and standardization; learning configurations; learning facilities; design and production systems; communications; information environments; training servers; and applications; (5) Policy and Planning for Implementation, which covers the regulatory framework, norms and standards, editorial scenarios, technological scenarios, telecommunications scenarios, infrastructures, and evolutionary strategies. (DB)

ED 340 342 IR 015 320

Impact Assessment and Forecasts of Information and Telecommunications Technologies Applied to Education and Training: Volume II--Main Report and Issues Analyses. Analysis for the Orientation of the Work of Sector Actors in the Framework of DELTA.
PUB DATE- May 90
NOTE- 189p.; Cover title is: "Impact Assessment & Forecasts of Information and Communications Technologies Applied to Flexible and Distance Learning." For related reports, see IR 015 316-323.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; Computer Networks; Computer Software; *Distance Education; *Educational Planning; *Educational Technology; Foreign Countries; Higher Education; Information Technology; Instructional Design; *Marketing; Policy Formation; Political Issues; Postsecondary Education; Program Implementation; Socioeconomic Influences; Supply and Demand; *Telecommunications; *Training Methods
IDENTIFIERS- *Electronic Universities; European Communities Commission

This report, the second volume in a three volume set, summarizes the results of a study performed by the DELTA (Developing European Learning through Technological Advance) unit in parallel with the projects underway in the research and development Exploratory Action. The report identifies the key issues, associated requirements and options, and potential actions to be taken. Following an introductory discussion of learning technologies, chapters include the following: (1)

PUB DATE- Dec 89
NOTE- 13p.; For related documents, see ED 309 482, ED 318 400, ED 318 409-411, and ED 327 170.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Broadcast Television; *Display Systems; Electronic Publishing; Medical Research; National Defense; Postsecondary Education; Scientific and Technical Information; *Technological Advancement
IDENTIFIERS- *High Definition Television

Prepared in response to a request for information from the chairman of the House of Representatives Subcommittee on Telecommunications and Finance, Committee on Energy and Commerce, this report provides information on 14 high-definition television (HDTV) applications spanning national defense, medical research, space exploration, and electronic publishing. The opinions of industry officials concerning the effects that establishing HDTV production standards would have on such applications are reported, and HDTV is defined as the next generation in video technology, with a picture that is both wider and twice as sharp as those currently appearing on television sets in the United States. The improvement in picture clarity is caused by increasing the number of scanning lines from the current American standard of 525 lines to 1,125 lines, which is the current Japanese standard. The purpose of this report is to provide preliminary information to the House Committee on Energy and Commerce, the House Committee on Government Operations, the Secretary of Defense, the National Aeronautics and Space Administration, and the Director of the Office of Management and Budget. (DB)

ED 340 360 IR 015 355

High-Performance Computing: High-Speed Computer Networks in the United States, Europe, and Japan. Report to Congressional Requesters.
PUB DATE- Sep 91
NOTE- 47p.; For related documents, see ED 327 219, ED 328 244, ED 329 226, and IR 015 356.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Computer Networks; Economic Factors; Foreign Countries; *Information Dissemination; National Programs; Organizational Communication; Postsecondary Education; *Technological Advancement; Telecommunications; Use Studies
IDENTIFIERS- *High Performance Computing; *National Research and Education Network; Supercomputers

This report was prepared in response to a request from the Senate Committee on Commerce, Science, and Transportation, and from the House Committee on Science, Space, and Technology, for information on efforts to develop high-speed computer networks in the United States, Europe (limited to France, Germany, Italy, the Netherlands, and the United Kingdom), and Japan. Because high-speed computer networks used for research and education are of primary interest in the United States, this report specifically focuses on these types of applications. High-speed networks were identified, or, in cases where none existed, lower-speed networks that were considered to be important for research and education. High-speed networks are defined as those capable of transmitting data at, or greater that the traditional negative image of librarians is prevalent among school-age children and also, that this image is more prevalent among boys than among girls. The study involved surveying two suburban fourth grade populations in public schools west of Cleveland. A monitored questionnaire was administered by the researcher to one fourth-grade class in each of two school districts. The original research instrument was designed to measure positive and negative factors related to librarian image. Descriptive statistics were employed and results were displayed in a graphic format. Findings refuted both hypotheses. The traditional negative image of librarians was not prevalent among the school-aged children in this study, nor was it prevalent among either the male or female population. Overall, 76.9% of the total sample population rated librarians positively in total image, as did 81.5% of the female respondents and 70.6% of male respondents. A copy of the questionnaire with responses in percentages, 13 notes, and a 28-item bibliography are included. (Author/MAB)

ED 340 380 IR 053 878

Dalton, Phyllis
An Exploration of the Value of Creating Book Displays in a School Media Center, Fall 1990.
PUB DATE- Jan 91
NOTE- 50p.; Master's Thesis, Kent State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Books; Childrens Literature; *Display Aids; Elementary Education; Elementary School Students; *Exhibits; *Learning Resources Centers; *Library Circulation; Library Research; School Libraries; Use Studies

The purpose of this four phase quasi-experimental study was to determine if putting selected books into a display controlled by a theme in a school media center would: (1) increase the circulation of the display books; (2) cause an increase in the circulation of the entire collection; and (3) encourage children to read a type of book they did not normally choose to read. The sample of 100 tagged books was divided into two equal groups, each with 17 fiction and 33 nonfiction books, and each group fitting into a specific theme. Circulation of the tagged books was recorded during the pre-experimental period of 4 weeks, the two successive experimental periods of 4 weeks each, and a post-experimental period of 3 weeks. Each group of books had a turn at being the experimental group in a display while the other group remained in the collection as a control. Circulation data for the entire collection were recorded for the four phases of the study. A questionnaire inserted in the display books and returned with the books was used to determine if the books were read by the user, if liked, if different from the kind usually read, and why the book was selected. A copy of the questionnaire, 12 references, and a six-item annotated bibliography on the library display are included. (Author/MAB)

ED 340 381 IR 053 879

Teeter, Gladys W.
A Content Analysis of Children's Books Dealing with Separation and Divorce Published in the 1970s and 1980s.
PUB DATE- Apr 91
NOTE- 38p.; Master of Library Science Research Paper, Kent State University.

"OATYC Journal," which is published by the Ohio Association of Two-Year Colleges, is designed as a forum for the exchange of concepts, methods, and findings relevant to the two-year college classroom. Along with commentaries and letters of reaction from the readership, the Winter 1978 issue presents the following articles: (1) "Statewide Efforts to Improve Teaching and Learning in Ohio Higher Education: The Chancellor's Advisory Committee on Instructional Development," by Sandra Inglis and Stephen Scholl; (2) "Faculty Development; A View from (Near) the Top," by Harold H. Brown; (3) "Organizational Development for Higher Education," by Walter Sikes; (4) "OATYC Focus on the Wayne General and Technical College," by John C. Hedrick; (5) "Teaming...The Road to Professional Development at Clark Technical College," by Albert A. Salerno; (6) "Issue: Should the Ohio Board of Regents Provide Categorical Funding for Faculty Development Program?" by Charles Warman, who opposes categorical funding, and Edward Florak, who feels it can be an asset; (7) "Selecting the Right Criteria for Evaluation," by Carol Zion and Suzanne Richter; and (8) "Faculty Evaluation in an Accountable World: How Do You Do It?" by Clare Rose. (UCM)

ED 340 399   JC 900 043

Fullen, James, Ed.
DATCY Journal, Vol. IV, Nos. 1-2, Fall 1978-Winter 1979.
PUB DATE- 79
NOTE- 86p.; This journal is being entered into ERIC, one year's worth at a time, with "Table of Contents" type abstracts, in order to provide indexing access to the individual articles via the text of the abstract.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *College Instruction; College Programs; Community Colleges; Educational Technology; Institutional Characteristics; *Instructional Improvement; *Instructional Innovation; Professional Associations; *Teaching Methods; Two Year Colleges
IDENTIFIERS- *Ohio

"OATYC Journal," which is published by the Ohio Association of Two-Year Colleges, is designed as a forum for the exchange of concepts, methods, and findings relevant to the two-year college classroom. Along with commentaries and letters of reaction from the readership, the two issues of volume IV present the following articles: (1) "Focus: College of Applied Science and Technology, Youngstown State University," by Bari Lateef; (2) "Shorthand and CAI," by Linda Rodda; (3) "The Anatomy of a Community Cultural Calendar," by John C. Vitale; (4) "Ohio's State Community College Law: A Plus for the System?" by James E. Seitz; (5) "Cuyahoga Community College "Sends" Classes to Severely Disabled via Color Television," by Monica Martines; (6) "Issue: Accreditation: Is Its Purpose Being Threatened?" by Lloyd Monnin and Larry S. Fewell; (7) "Impact of Sex Bias upon Technical Education," by Johnnie Ruth Clarke; (8) "Professional Shorthand Teacher's Corner," by John C. Roman; (9) "Focus: Sinclair Community College: Planning for Tomorrow," by Jack Morton; (10) "The Curriculum Contract: An Individualized Approach to Nursing Education," by Francine Hekelman and Louise Bierer; (11) "Measure for Measure: Student Evaluation of Counseling Services at Cuyahoga Community College, Western Campus," by Nancy Dowding; (12) "Take the Classroom to the Students," by David McKelvey; (13) "Touch Now: Reflections on Teaching with Interactive Television," by Edward college students from similar institutions. (JMC)

ED 340 416 JC 920 019

Community College of Rhode Island Report on Career Placement and External Transfer of 1990 Graduates.
PUB DATE- 91
NOTE- 57p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Transfer Students; Community Colleges; Education Work Relationship; *Employment; Graduate Surveys; Higher Education; *Outcomes of Education; Questionnaires; Salaries; State Surveys; *Student Characteristics; Student Educational Objectives; Two Year Colleges
IDENTIFIERS- *Community College of Rhode Island

In 1991, a survey was conducted of the 1,301 students who graduated from the Community College of Rhode Island (CCRI) in 1990 to identify the educational goals and career directions of CCRI graduates; to gather information about the employment status and salary ranges of graduates who elected full-time employment; and to identify colleges and universities chosen by those who went on to continue their education on a full-time basis. Study findings based on responses from 993 graduates included the following: (1) 55% of the graduates were employed full time, including 116 graduates who were also attending school part time; (2) 10.2% were employed part time; (3) 1.9% were unavailable for employment, and 2.9% were unemployed and seeking employment; and (4) 30% were attending school full time, including 137 graduates who were concurrently employed part time. The study report presents placement and transfer data on graduates of each of CCRI's 25 programs, including for each program the number of 1990 graduates; the number of survey respondents; a profile of responding graduates working in their fields of concentration, including the average salary, the salary range, positions and employers; and a profile of responding graduates continuing their education full time, by major and institution. Appendixes provide a list of CCRI programs and concentrations, the survey instrument, and a comparison of 1988, 1989, and 1990 graduates. (JMC)

ED 340 417 JC 920 020

Abood, Nancy V.; And Others
Community College of Rhode Island: Annual Report, 1990-91.
PUB DATE- 91
NOTE- 39p.; For the prior year report, see ED 328 313.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *College Faculty; College Graduates; College Transfer Students; Community Colleges; Educational Finance; *Enrollment; *Program Descriptions; *School Statistics; *Student Characteristics; Student Financial Aid; Tables (Data); Tuition; Two Year Colleges
IDENTIFIERS- *Community College of Rhode Island

This annual report on the students, programs, faculty and staff, and finances of the Community College of Rhode Island includes both a narrative highlighting major changes and accomplishments, and a statistical presentation. The narrative students, Broome Community College in New York abolished its attendance policy. For the past 7 years, both attendance rates and grade point averages (GPA's) of students at the college had been dropping. In 1990, a study was conducted at BCC to determine if there was a measurable relationship between attendance patterns and final grades in courses. Participants in the study were 78 students enrolled in three sections of Business Law II during the spring term of 1990. Attendance was recorded for each class, and students' attendance was classified as either excellent (less than 3 classes missed out of 29), good (3 to 6 missed classes), or poor (more than 6 missed classes). During the semester, students were tested four times, with each test accounting for 25% of the final grade. Grades of A, B, C, D, and F were awarded to students, with A representing the highest grade. Findings and conclusions of the study were as follows: (1) a total of 18 students had excellent attendance, 32 had good attendance, and 28 had poor attendance; (2) of the students with excellent or good attendance, all received final course grades of at least A, B, or C, and there were no students in these groups receiving grades of D or F; (3) of the 28 students with poor class attendance, 17 received grades of A, B, C, while 11 received grades of D or F; (4) a chi square analysis revealed that there was a statistically significant positive correlation between poor attendance and low grades; and (5) based on study results, it was recommended that the college implement an attendance policy. A literature review and references are included. (JMC)

ED 340 434   JC 920 042

Davenport, William S.
Development of a Survey of Faculty Attitudes To Determine the Need for a Faculty Development Plan in Affirmative Action at Broome Community College.
PUB DATE- Nov 91
NOTE- 91p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Affirmative Action; Community Colleges; Comparative Analysis; *Employment Practices; *Equal Opportunities (Jobs); *Faculty Development; Faculty Integration; Personnel Selection; Predictor Variables; Questionnaires; Sex Bias; Sex Fairness; *Teacher Attitudes; Two Year Colleges
IDENTIFIERS- *Broome Community College NY

In 1991, a study was conducted at Broome Community College in New York to determine the differences between those faculty members and administrators that supported affirmative action/equal access and those who did not. The study was undertaken to determine whether policies and procedures needed to be refined to ensure equal access and promotional opportunity for all hired. Data for the study were collected through the use of a questionnaire which was distributed to all full-time faculty and administrators. Questions on the survey were used to measure respondents' attitudes toward affirmative action, equal access, and cultural diversity. A total of 105 usable surveys were obtained from a total of 189 faculty and administrators for a 55.5% response rate. The study sought to examine differences in support for affirmative action/equal access based on administrator and faculty gender, (whether females were more supportive), service (whether those with less than 15 years of service were more supportive), and based on highest the KCCS and other state-level educational systems. Part 1 reviews patterns of community college governance in other states, while part 2 examines the governance structure of the KCCS, reviewing the responsibilities of the board of trustees, the president of the University of Kentucky, the chancellor for the community college system, the presidents of the community colleges, the deans and the division chairman in the KCCS, the faculty senate, and local advisory boards. Part 3 examines the relationship of the KCCS to the higher education system in Kentucky and summarizes the Kentucky Council on Higher Education's studies on governance and planning. Part 4 examines the relationship between the KCCS and vocational education in Kentucky, reviewing the role of the State Board for Vocational-Technical Education; the Governor's Council on Vocational Education; and the Kentucky Department of Education; and discussing coordination of efforts between, and the possible merger of the KCCS and the Office of Vocational Education. The final section examines the attributes of leadership and presents a leadership model for the future. A list of discussion questions for the Commission, a copy of Kentucky educational statutes, KCCS governance flowcharts, and a 47-item bibliography are included. (PAA)

ED 340 451   JC 920 064

Resources. An Overview of the University of Kentucky Community College System, Part Six.
PUB DATE- 89
NOTE- 45p.; In its: "Overview of the Community College System," prepared for the Commission to Study the Future of the Community Colleges in Kentucky, p259-294, 1989 (JC 920 058).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgets; *College Faculty; Community Colleges; Educational Equipment; *Educational Facilities; *Educational Finance; *Educational Resources; *Educational Technology; Expenditures; Financial Support; Institutional Personnel; Instructional Materials; Offices (Facilities); Resource Allocation; School Funds; Two Year Colleges
IDENTIFIERS- *Kentucky; *University of Kentucky Community College System

The Commission to Study the Future of Community Colleges in Kentucky was established in 1988 to review the accomplishments of the Kentucky Community College System (KCCS) and to provide direction for the KCCS towards the year 2000. Developed as part of a collection of reports on the KCCS for use by the Commission in its work, this report provides a detailed review of the resources of the KCCS. Following a brief introduction, the first section examines personnel, reviewing faculty ranks, degree-levels held by faculty, staff categories, administrative categories, clerical and support staff categories, and average faculty salaries. The following section examines instructional resources and technology, including libraries and library holdings, learning laboratories, computing resources, community resources, and telecommunications technologies. Next, the report reviews facilities and land holdings, reviewing total square footage of facilities space for the following uses: classroom and laboratory; library; special and health care; general; support; office; and unclassified. Finally, the report presents a detailed discussion of KCCS revenues for operations, examining national and local norms, and presenting information on expenditures, revenue increases for fiscal year 1988-89, the

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Caregivers; *Educational Quality; *Family Day Care; Mothers; Parent Attitudes; Parent School Relationship; *Parent Teacher Cooperation; Preschool Education; Student Welfare; Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- *Parent Caregiver Relationship

This study examined the relationship between the family day care home provider and the mother, and the effect of this relationship on treatment of the child by the provider. Interactions between 25 family child care providers and mothers, and between providers and children, were observed. Observations of interactions between mothers and providers took place at the end of the day. Interactions between providers and children were observed during free play times in the day care setting. Findings showed no evidence of carryover from the mother-provider relationship to the provider's treatment of the child, and no differences in provider's affect, warmth, encouragement, frequency of conversations with the child, amount of teaching, or total amount of discipline toward the child. It is noted that self-selected family child care homes may have been generally higher in quality than those that were randomly chosen and that this phenomenon may have influenced mothers' attitudes. (SH)

ED 340 471 PS 020 138

Federal Programs Affecting Children and Their Families, 1990. A Report together with Additional Minority Views of the Select Committee on Children, Youth, and Families. House of Representatives, 101st Congress, 2d Session.
PUB DATE- 90
NOTE- 296p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; Child Health; Children; Elementary Secondary Education; *Eligibility; *Family Programs; *Federal Aid; *Federal Programs; Health Programs; Housing; Low Income Groups; Program Administration; Program Descriptions; Social Services; Welfare Services; *Youth Programs
IDENTIFIERS- Congress 101st; Nutrition Services

This report updates and expands two earlier editions which describe Federal programs which affect children and their families. An introductory section discusses and presents tables of data concerning target groups and participation in the programs; program administration; and program funding. The bulk of the report consists of profiles of approximately 125 Federal programs, including: (1) programs that provide income to children and their families, such as pensions and tax benefits; (2) nutrition programs, including food stamps and school food programs; (3) social service programs aimed at a variety of problems and groups of children; (4) education and training programs for children and youth from preschool through secondary education; (5) health programs; and (6) housing programs for low and moderate income families. Each profile describes the program's function and operation; discusses the program's authorization, and the nature and amount of its funding; and presents data on participation in the program. Appendixes include an analysis of funding trends and inflation; Government Accounting Office reports and evaluations on issues affecting children; and the views of the minority Republican members of the Committee concerning the content of the report. (BC)

Development Associate; Parent Caregiver Relationship; Professionalism; *Training Materials

This text is Volume II of a comprehensive, self-instructional training program designed to address the training needs of child care programs serving children under 3 years of age. The two volumes are divided into modules that correspond to the 13 functional areas of the Child Development Associate competency standards. Each module contains an overview of the topic addressed in the module; a pretraining assessment of the learner's skills pertaining to the functional area; four to seven learning activities; a form for noting the skills the learner has acquired while studying the module; and a knowledge and competency assessment to be made by the learner's trainer. Modules 7-13 in volume II address topics of: (7) promoting children's creativity, and planning creative activities; (8) helping children deal with issues of self, such as self-esteem and autonomy; (9) promoting children's social development; (10) guiding children's behavior, promoting self-discipline, and responding to children's behavior; (11) establishing partnerships with parents, and encouraging parent involvement; (12) managing a child care program; and (13) developing a commitment to professionalism. (BC)

ED 340 491 PS 020 204

Dodge, Diane Trister; Koralek, Derry Gosselin

A Trainer's Guide to Caring for Infants and Toddlers: A Supervised, Self-Instructional Training Program.

PUB DATE- 91

NOTE- 201p.; For Volumes I and II of the Training Program, see PS 020 202-203.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Child Caregivers; *Competence; Conferences; *Day Care Centers; Infants; *Knowledge Level; *Learning Activities; *Personnel Evaluation; Preschool Education; Staff Development; Teacher Educators; Tests; Toddlers

IDENTIFIERS- Caregiver Evaluations; *Caregiver Training; *Training Materials

This guide is a resource to help trainers and child care center directors implement a 13-module training program for caregivers serving children under 3 years of age. The first section of the guide describes what the trainer needs to know or do to implement the training program. The second section lists the steps in the training process for each module. The steps include an overview, a pretraining assessment, a series of learning activities, a learner's summary, and an assessment of the learner by the trainer. The section also discusses the suggested trainer-learner conferences, and offers suggestions relevant to each module. Module topics are child safety and health; learning environments; physical, cognitive, and social development; communication skills; creativity; self-esteem; guidance of children's behavior; family involvement; program management; and professionalism. The third section of the guide offers guidelines for assessing the learner's competency through observation and conference discussions. Examinations to test the learner's knowledge of the material covered in each module are included. Appendices include answer sheets for the knowledge assessments; trainer observation forms for competency

Clubb, Richard D.; And Others
The Intergenerational Transmission of Attachment Behavior.
PUB DATE- Apr 91
NOTE- 15p.; Portions of this paper were presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attachment Behavior; Dependency (Personality); *Emotional Response; *Father Attitudes; *Infant Behavior; Infants; *Interpersonal Relationship; *Mother Attitudes; Parent Child Relationship

This study examines the relationship between parent-child attachment and parental attachment styles. It is hypothesized that: (1) parental attachment styles are transmitted to the infant through parent-child and parent-parent interaction; and (2) parental attachment styles are reflected in parent-child attachment. Some research supports the idea that parental mental models guide the parents' interactions with each other and with the child. The child assimilates these interactions to form its mental representation of affectionate others. Subjects in the study were 50 intact, one-child families. Mother-infant attachment was measured by means of the Strange Situation within 1 week of the child's first birthday. Parental attachment style was measured by means of an Adult Attachment Questionnaire. Results supported the hypothesis that parental attachment styles predict mother-infant attachment. Fathers' attachment styles dominated the prediction. It was only in regard to fear of closeness that fathers discriminated between secure and insecure infants. Parents of insecure infants were distinguished by maternal fear of closeness, paternal fear of abandonment, and paternal fear of dependency. (SH)

ED 340 511 PS 020 248

Paulus, Ellen H.
Improving Staff Integration of Health and Safety Topics in the Preschool Curriculum.
PUB DATE- 91
NOTE- 63p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Child Development; *Curriculum Development; *Health Education; *Home Programs; Mental Health; Nutrition Instruction; *Parent Education; Parent Role; Play; Preschool Children; *Preschool Curriculum; Preschool Education; *Safety Education; Staff Development

This practicum was designed to increase the ability of staff to incorporate basic health and safety activities appropriate for preschool children into the curriculum of a program that works with children and families in both center- and home-based settings. The primary goals of the practicum were to increase the number of activities offered and to increase parents' knowledge of appropriate health and safety topics. A curriculum that emphasized health and safety topics was developed, and staff in both settings implemented the curriculum. The resulting lesson plans were compared to those developed before the introduction of the curriculum. A survey was distributed to parents to solicit information about knowledge they might have gained as a result of the implementation of the curriculum. The results of the practicum, which were determined by review and comparison of lesson plan content, were favorable. Lesson plans unemployment and poverty, adult illiteracy, low self-esteem, and lack of role models that demonstrate the value of educational attainment. United Way of Southwest Virginia and Russell County Public Schools have taken a two-pronged approach in dealing with at-risk students: enhancement of self-esteem and partnerships for educational excellence. The Youth Experiencing Success (YES) program consists of 16 formatted sessions that teach life skills to youth in an informal group setting, thereby enhancing self-esteem and making possible a positive transition into adulthood. Following a successful pilot implementation in four remote communities, YES entered the public schools and has served 1,245 seventh graders to date. Town meetings were held to raise public awareness of the problems of at-risk youth and to identify community concerns. At an overnight retreat for school administrators and community and business leaders, corporate executive officers from leading industries outlined increasing educational qualifications for employment by the year 2000 and pointed out some of Russell County's specific problems. These executives offered corporate in-kind support. Activities undertaken by these partnerships and by community groups, local agencies, and a nearby university are described. Tables detail quality of life indicators, dropout rates, unemployment, and educational attainment in southwest Virginia. (SV)

ED 340 531 RC 018 414

Folsom, Hyta P.
Before and After School Child Care and Enrichment for School Age Children.
PUB DATE- Aug 91
NOTE- 72p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *After School Education; *After School Programs; Elementary Education; *Enrichment Activities; *Latchkey Children; Low Income Counties; Needs Assessment; Program Development; Rural Schools; School Age Day Care; *School Recreational Programs; Tutoring
IDENTIFIERS- *Florida

This report describes a before- and after-school program for children in prekindergarten through grade 5, implemented at a rural elementary school. The feasibility of the program was evaluated by a survey conducted at a Parent Teacher Association meeting. Because it has become more common for both parents to work outside the home, the number of latchkey children has increased in the last 25 years. Research indicates that the more supervision a child has, the better his or her performance at school will be. The program described in this study was implemented during the last 12 weeks of school and was funded by the school district. The curriculum was designed to provide developmentally appropriate activities for enjoyment and to promote critical thinking and cooperative learning skills. Because of the low participation (less than 20% of the enrollment at the end of the program), the morning project was discontinued after 4 weeks. There were seven students enrolled in the afternoon session, but only three students participated regularly. Parents may have been reluctant to change child care arrangements late in the year and many did not want to make the long drive to school to pick up the child. A grant application was submitted to and funded by the Latchkey Organization, for an after-school enrichment program in the second school year.

NOTE- 35p.; Paper presented at the National Conference on Migrant and Seasonal Farmworkers (Buffalo, NY, April 29-May 2, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; Information Sources; Instructional Materials; *Migrant Education; *Multicultural Education; *Parent Materials; Preschool Curriculum; Preschool Education; *Reading Materials; Resource Materials

This bibliography was compiled for educators and parents involved in early childhood migrant education. It contains more than 200 entries of publications, publishers, and book dealers, to help parents and teachers encourage children to learn and read. The entries are arranged into three sections: (1) resources for staff; (2) resources for parents; and (3) bilingual and multicultural books. In the first section, curriculum resources, works on early childhood education theory, and a list of periodicals are included. The second section, resources for parents, includes a list of child development books available in Spanish, informational pamphlets available in Spanish and English, and periodicals. The third section, bilingual and multilingual books, includes books in Spanish, a list of multicultural books, periodicals geared towards use with preschoolers and a listing of book dealers of international books and bilingual books. Each entry includes title, author, publication date, and publisher. The document also contains a 1989 Beginner's Bibliography compiled by the National Association for the Education of Young Children. Sources for locating additional bibliographies are listed. (LP)

ED 340 549   RC 018 455

Strukelj, I.
Socio-Cultural and Linguistic Integration of the Children of Migrant and Former Migrant Workers. Meeting of Specialists, Final Report. Proceedings (Bled, Yugoslavia, June 7-11, 1989).
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- Jun 89
NOTE- 52p.; Poor quality type throughout.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Bilingual Education; Cultural Differences; Elementary Education; Experimental Programs; Foreign Countries; *Immigrants; Inservice Teacher Education; International Cooperation; International Programs; *Migrant Children; *Migrant Education; Migrant Workers; *Multicultural Education; Parent Participation; Second Language Instruction; *Social Integration
IDENTIFIERS- *UNESCO

This report summarizes a meeting of national managers of experimental projects designed to encourage the socio-cultural and linguistic integration or reintegration of children of migrant workers and former migrant workers. The report describes the procedures of the meeting and presents experimental projects undertaken in three host countries (Belgium, Luxembourg, and the Netherlands) and in three countries of origin (Greece, Portugal, and Yugoslavia). It also briefly summarizes participants' reports on activities and experiences in their respective countries and organizations. Projects and reports focus on the renewal of teaching methods, For several years at the Rural and Small Schools Conference, a special effort has been made to address the needs that are unique to rural science educators. This publication is a compilation of materials presented at those conferences reflecting the following themes: "In Search of Excellence" (1985); "Rural Education: A Proud Heritage and a Bright Future" (1986); and "Rural Education: A Hope for the Future" (1987). The complete papers are included for the 1985 conference. The remaining two years have only the abstracts provided. Topics of papers included deal with: science skill objectives; science fairs; teacher education; professional development; science laboratories; biological concepts; and strategies for assessing strengths, needs and visions of science teachers in rural schools. The abstracts cover information on critical thinking skills; inservice workshops; the use of networks for the development of programs; science activities; application of a thinking model; the use of field sites; the use of community resources; telecommunications; use of computers in science; and science, technology and society. An index of authors is provided. (RT)

ED 340 569 SE 050 394

Oliver, J. Steve, Ed.
Science Education in Rural and Small Schools. Proceedings from the Rural and Small Schools Conference, Science Education Section: 1988 (10th, Manhattan, Kansas).
PUB DATE- Oct 88
NOTE- 24p.; For 1985-87 proceedings, see SE 050 393.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Elementary School Science; Elementary Secondary Education; Instructional Improvement; *Physics; *Rural Schools; *Science Activities; Science Curriculum; Science Education; Science Laboratories; *Secondary School Science; *Small Schools; *Teacher Education
IDENTIFIERS- *American Association of School Administrators

The Rural and Small Schools Conference has made a special effort to address the needs that pertain to science educators in rural and small schools. This publication presents the proceedings from the 1988 science education section of the conference. The content of the conference deals with a diversity of topics. The proceedings include a preface and abstracts of papers from seven sessions dealing with the following topics: the needs of teachers in rural school districts in Kansas; improving science education in rural schools; science teaching equipment; science teacher preparation and networking; adult science education; computer science education; creation and evolution; career education; cooperative learning; and student research. (CW)

ED 340 570 SE 050 764

Lockhead, Jack
Making Math Mean.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- May 89
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Mathematics; *Concept Formation; *Concept Teaching; Higher Education; *Mathematical Concepts; Mathematics

instruction, training, resources and other variables that were believed to affect science achievement. Schools that performed particularly well on the science portion of the MEAP assessment were visited and the entire elementary program observed. Commonalities between schools that did well on the science portion were determined. The results indicated: (1) in many elementary schools there is no science instruction at all, in others it is minimal; (2) there is a widespread lack of scientific equipment and little support for providing it; (3) many teachers lack the most basic scientific training; and (4) when science instruction does occur, it tends to stress content over process. The following recommendations are offered: (1) make hands-on scientific experience a major priority in teacher training; (2) provide science instruction on a daily basis in sessions long enough to allow students to become meaningfully engaged; (3) adopt the view that science instruction is not only important in itself but is an extension and reinforcement of the critical thinking skills that are taught both in language arts and mathematics; (4) anchor theory to experience through an instructional plan that begins with children's natural interest in the world; and (5) provide a variety of learning materials together with the support teachers need to use them effectively. (KR)

ED 340 590 SE 052 423

Matthews, Christine M.
Science and Engineering Education: The Role of the Department of Defense.
PUB DATE- 18 Apr 89
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Choice; *Engineering Education; Engineers; *Financial Support; *Government Role; Graduate Study; High Schools; *Program Descriptions; *Science Education; Scientists; Supply and Demand
IDENTIFIERS- *Department of Defense

This report describes Department of Defense (DOD) education programs in certain science, engineering and technical fields. It does not cover the extensive in-service technical training and education programs DOD maintains to prepare military personnel for specific occupational specialties, and managerial and leadership responsibilities. Section I, "Historical Overview of Congressional Concerns and Federal Funding for Science and Engineering Education," discusses the pre- and post-Sputnik eras and federal funding through the National Science Foundation and the Department of Education. Section II, "Science and Engineering Concerns," discusses the supply and demand for scientists and engineers, demographics and the science and engineering talent pool, and options to improve science and engineering education programs. Section III, "Science and Engineering Personnel in the Department of Defense," discusses whether or not the United State's defense buildup might cause a drain on the number of scientists and engineers from the civilian sector and whether this drain has an adverse effect on the United States' competitiveness. Section IV, "Department of Defense Science Education Initiatives," describes precollege, undergraduate, and graduate programs sponsored by the DOD. The last section discusses options to increase the DOD's role in science and engineering education. (KR)

DFITS, Cooke's Distance, and DFBETA. These values are obtained through the use of Statistical Analysis Software (SAS) by including the influences option in the model step in Proc Reg. A hand calculation of critical values is then done to obtain cut-off values to identify potential outliers. The other diagnostic procedure demonstrated is a visual inspection of the scatter plot of the raw data to identify suspicious data points. Cooke's Distance, being the most conservative procedure, is recommended as the preferred diagnostic procedure to highlight suspicious points in science education research. The outlier diagnostic procedure, the SAS procedure to obtain calculated diagnostic values, and a calculation of diagnostic cut-off values are appended. (KR)

ED 340 609 SE 052 551

McGinnis, James Randy
Behavior and Attitude of Science Education Graduate Assistants: A Case Study.
PUB DATE- 9 Apr 91
NOTE- 23p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Elementary Secondary Education; *Graduate Students; Higher Education; Methods Courses; Preservice Teacher Education; Qualitative Research; Science Education; *Teacher Attitudes; Teacher Characteristics; Teacher Student Relationship; *Teaching Assistants

A study identified the behavior and attitude of three science education graduate students assigned to two different science education professors. These professors taught separate sections of the same science methods course at a university. The symbolic interactionist and functionalist positions were taken as a theoretical perspective. Data collection methods used were individual interviews and participation observation. Analytic induction was performed in the constant comparative procedure to examine the data collected. Patterns of similarity and differences in the behaviors and attitudes of the graduate assistants recognized in the data became analytic concepts, the constructs. The constructs for graduate assistant behavior were professor-prompted behaviors and career-prompted behaviors. The constructs for attitude were loyal follower, drafted worker, and critical constructor. Generating theory was the aim of this research, although the resulting insights are meaningful in similar contexts. The study suggests a complex interaction among the career goals of graduate assistants, the science education philosophies of professors, and the organization of early childhood science methods classes. The result is differences in attitude and behavior expressed by the graduate assistants. (KR)

ED 340 610 SE 052 552

Good, Ronald; And Others
Theoretical Bases of Science Education Research.
PUB DATE- Apr 91
NOTE- 22p.; A symposium presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
LANGUAGE- English

Smith, Douglas C.
Theoretical Foundations of Chinese Educational and Intellectual Thought: An Occidental Interpretation.
PUB DATE- 90
NOTE- 17p.; Occasional faint type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Education; Confucianism; *Cultural Context; *Educational History; Family (Sociological Unit); Foreign Countries; Foreign Culture; Global Approach; Government Employees; *International Education; Linguistics; *Non Western Civilization; Social Values
IDENTIFIERS- *China; *Taiwan

This essay, prepared with the western reader in mind, attempts to provide a general introduction to the foundations of Chinese intellectual and educational thought and to the unique characteristics that helped form Chinese civilization. Specifically, four factors that influence current Chinese society, and that also interplay with two millennia of Chinese education and culture are examined. These factors are: (1) linguistic patterns; (2) Confucianism; (3) the examination system; and (4) family life. The Chinese written language is not alphabetical and relies on thousands of characters or ideographs for the expression of ideas. It is contended that this form of language, which has endured almost unchanged for 2,000 years, is reflective of Chinese civilization and a leading reason behind the Chinese educational legacy. It also is argued that Confucianism, with it's emphasis on human relationships and values and how they may be properly preserved, permeates the Chinese people and their institutions. The civil service examination, which is open, fair, and competitive, has existed for nearly 1,500 years. It has precluded nepotism and favoritism in the appointment of government and state officials and is pointed to as a leading factor in China's peaceful history. Finally, Chinese family life, with its emphasis on orderliness and tradition, is pointed to as playing a major role in the lives of the people and their educational institutions. A 28-item bibliography is included. (DB)

ED 340 629 SO 021 499

Krumm, Volker; Beck, Klaus
Economic Literacy in the United States, Germany, and Austria: Results of Cross National Studies.
PUB DATE- 90
NOTE- 65p.; Paper presented at the Annual Meeting of the Joint Council on Economic Education/National Association of Economic Educators (Los Angeles, CA, September 11, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Comparative Education; *Cross Cultural Studies; *Economics Education; *Educational Research; Foreign Countries; High Schools; High School Students; *Intelligence; International Education; *Moral Development; Sex Differences; Student Attitudes
IDENTIFIERS- Austria; *Economic Literacy; Germany

Designed to assess the economic literacy of high school students in Austria, Germany, and the United States, this research study involved the administration of an economic literacy test and

ED 340 649 SO 021 730

Brophy, Jere; And Others

What Do Entering Fifth Graders Know about American History? Elementary Subjects Center Series No. 37.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Jun 91

NOTE- 58p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Curriculum Research; *Grade 5; *History Instruction; Intermediate Grades; Knowledge Level; *Learning Experience; *Learning Processes; Learning Theories; Prior Learning; *Social Studies; *Student Attitudes; Teaching Methods; *United States History

In most elementary schools in the United States, students get their first systematic introduction to history as a discipline and to chronological treatment of U.S. history as subject matter in fifth-grade U.S. history courses. To develop information about the knowledge and misconceptions concerning U.S. history that fifth-grade teachers can expect to see in their incoming students, the study interviewed students who were nearing completion of the fourth grade about U.S. history topics that they would be taught in the fifth grade. The students' responses revealed that they possessed generally accurate knowledge about history and the work of historians or about the founding and development of the United States as a nation. They had picked up bits and pieces of information in holiday or state history units in earlier grades or through reading, television, or other out-of-school experiences, but these were not yet subsumed within a systematic network of knowledge. Furthermore, accurate information items often were connected in the students' minds with various types of inaccurate beliefs (naive misconceptions, conflations, and imaginative elaborations). The students' answers to 23 questions are described and illustrated through excerpts from their interview responses, and these findings then are discussed with emphasis on their implications for establishing a context for learning U.S. history and developing certain key ideas so as to promote understanding and clear up misconceptions. (Author/DB)

ED 340 650 SO 021 869

Lambert, Jeanette

500 Years after the Quest (A Directory of Organizations, Resources, and Activities Pertaining to the Quincentenary of the Historical Voyage of Christopher Columbus).

PUB DATE- 91

NOTE- 31p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Educational Resources; Elementary Secondary Education; *Information Sources; Learning Activities; Organizations (Groups); *World History

IDENTIFIERS- Columbus (Christopher); *Columbus Quincentenary

This year, 1992, marks the 500th anniversary of Christopher Columbus's first voyage to the Americas. Much discussion, debate, and celebration of the historical significance of the quincentenary will occur. This directory of events, contacts, and activities pertaining to the quincentenary seeks to foster

Science, and Culture at the elementary and lower secondary school levels; (5) an outline of the provisions for the 1-year inservice training program for beginning teachers (elementary and lower secondary schools); and (6) an outline of the provisions for the 1-year inservice training program for beginning teachers (upper secondary schools). (LL)

ED 340 670 SP 033 431

Drummond, Robert J.
Beginning Teachers: What They Have To Say about Their Performance and Preparation.
PUB DATE- Sep 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Graduate Surveys; Higher Education; *Institutional Cooperation; *Job Performance; *Preservice Teacher Education; Program Evaluation; *Program Improvement; Teacher Effectiveness; Teacher Qualifications; *Teacher Response; Teaching Experience; Teaching Skills
IDENTIFIERS- Florida; University of North Florida

This study was conducted in order to determine how beginning teachers evaluated preservice teacher education and performance. A survey was conducted of University of North Florida graduates who had been hired by school systems within the state of Florida. The graduates were asked to rate themselves on 27 generic teaching competencies and to write comments on their strengths and weaknesses during the beginning year of teaching. They were also asked to provide suggestions for improving teacher education preparation programs and to discuss opportunities for ways in which colleges and universities could better work with beginning teachers. Analysis of both ratings and written comments indicates that skills such as classroom management and organization were reported both as areas of strength and weakness. The beginning teachers rated themselves strong in interpersonal skills but had concerns about their conferencing skills. They tended to want a more reality-based teacher preparation program with more field experiences and hands-on experiences. Their recommendations included establishment of support groups, telephone hot lines, and seminars on problem areas. Appendixes include participants' responses to five survey questions. (Author/LL)

ED 340 671 SP 033 437

Haberman, Martin
The Dimensions of Excellence in Programs of Teacher Education.
PUB DATE- Apr 91
NOTE- 46p.; Paper presented at the Annual Conference on Alternative Certification (1st, South Padre Island, TX, April 10-12, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alternative Teacher Certification; Elementary Secondary Education; *Evaluation Criteria; Experiential Learning; Field Instruction; Higher Education; Knowledge Level; Maturity (Individuals); Methods Courses; On the Job Training; *Preservice Teacher Education; *Program Effectiveness; Teacher

It is a personal account of a summer institute held in 1989 during which 21 teachers engaged in an exploration of writing and reading. Among metaphors discussed at the institute, one of the most powerful was the notion of teaching/learning being created from a fabric of interwoven conversations--a metaphor which highlights the social character of teaching/learning and the fundamental role of language in the process. Much of this book, which is written to be read like a novel, is told through conversations with and among the teachers; through reflective self-dialogue, and through conversations with the writings of many and varied authors including a few film makers. (Through this means, the book inquires into: (1) practice, theory, and the transaction between them; (2) pedagogical assumptions; (3) contradictions in practice; (4) what it means to be a theory-driven teacher; (5) the good teacher as improvisor; (6) Overall goals in terms of growth, awareness, reflection, commitment, and engagement; (7) complexities of the teaching act; (8) decisions teachers must make; and (9) personal and professional growth. Following a foreword by Russell A. Hunt, the book is organized into 14 chapters: Taking Off, Preparing the Environment, Opening Moves, Things Take Time, Juggling, Flying Kites, You're Always Right and You're Always Wrong, Interlude, Letting Go, Holding In, Teachable Moments, Coming Together, Making Connections, and Reflecting. An appendix is comprised of five articles: "Reading Like a Writer" (Frank Smith); "A Writer and an Author Collaborate" (Wayne Serebrin); "Could You Put in Lots of Holes?" (Russell A. Hunt); "Teacher as Partner in the Writing Process" (Nina Mikkelsen); and "The Risks of Whole Language Literacy" (Susan Harman and Carole Edelsky). (LL)

ED 340 691   SP 033 504

Artiles, Alfredo J.; Trent, Stanley C.
Characteristics and Constructs: Prospective Teachers' Descriptions of Effective Teachers.
PUB DATE- Oct 90
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Uses in Education; Elementary School Teachers; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Secondary School Teachers; Student Attitudes; *Teacher Attitudes; *Teacher Characteristics; *Teacher Effectiveness
IDENTIFIERS- *Preservice Teachers; Repertory Grid Technique

Preservice teachers' beliefs about effective teachers were examined with the repertory grid technique. Second- and fourth-year preservice teachers (N=22) were randomly selected to participate in a computerized repertory grid exercise. The computer program led the subjects through a series of steps that allowed them to compare and contrast the characteristics of teachers that they had identified. Subjects' responses were factor-analyzed by the computer program. Students were then given a chart that summarized their ideas about characteristics of good teachers and were asked to complete a questionnaire about their interpretations of this summary. Some qualitative differences between the responses of second- and fourth-year students are reported. Implications for further research are discussed. (Author/IAH)

ED 340 692   SP 033 505

Instructional Approaches: A Framework for Professional Practice.

students in the use of the matrix technique were evaluated. To assess the effectiveness of the instruction on the middle school students, a pretest/posttest was administered. Results suggest that the matrix technique did produce an effect upon the achievement of middle school students and that teacher educators can train teacher candidates to utilize such strategies for development of thinking skills. (Author/LL)

ED 340 711   SP 033 541

Parker, Franklin
U.S. Teacher Education Trends, 1990-92.
PUB DATE- Jan 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; *Educational Improvement; Elementary Secondary Education; Higher Education; Labor Turnover; Public Schools; *Standards; *Teacher Certification; *Teacher Education Programs; Teacher Persistence; *Teaching (Occupation)
IDENTIFIERS- America 2000; Goodlad (John I); Holmes Group; National Board for Professional Teaching Standards; National Council for Accreditation of Teacher Educ; National Education Goals 1990; *Reform Efforts

Pressure to upgrade education standards, especially from the six national goals for U.S. education set forth in President Bush's America 2000 program, has affected teacher education. In addition, other pressure has come from the National Board for Professional Teaching Standards' plan to certify teachers nationally after 1993-94; the National Council for Accreditation of Teacher Education, which accredits under half of the approximately 1,200 U.S. teacher education institutions; John I. Goodlad's teacher education reform plan which led to the creation of 8 pilot Centers of Pedagogy similar to the Holmes Group's (96 education deans at major research universities) Professional Development Schools. Other trends disscussed in the paper are: alternative teacher certification, the Teach for America program, teacher education reform, and teachers who leave teaching or remain in the public school system. (LL)

ED 340 712   TM 013 836

Bierschenk, Bernhard
The "Visual Cliff" Transformed: A Factoranalytic Definition of Affordances. Report 25.
PUB DATE- 88
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change; College Students; Ecology; *Factor Analysis; Foreign Countries; Higher Education; High Schools; High School Students; *Perception; Secondary Education; Secondary School Teachers; *Self Esteem; *Social Cognition; Social Environment; Social Psychology; Social Structure; Visual Discrimination
IDENTIFIERS- *Sweden; *Visual Cliff Experiment; Worth

The problem investigated in this study was formulated against a background of the theory of affordance as it was tested with the famous "Visual Cliff" experiment. The present study is based on the assumption that perceivers can detect information about validity and scoring. Six tables provide scope and sequence and scoring information about the ITBS batteries. Numerous sample test items are included. (SLD)

ED 340 728 TM 017 773

Iowa Tests of Educational Development: Administrator's Summary. Report No. 9-60329.
PUB DATE- 90
NOTE- 29p.; A promotional booklet advertising a commercially-available test.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Tests; Expressive Language; High Schools; *High School Students; Information Sources; Literary Criticism; Mathematics Tests; Science Tests; Social Studies; Standardized Tests; *Student Development; Test Items; Test Manuals; *Test Use; Vocabulary Skills
IDENTIFIERS- *Iowa Tests of Educational Development; Mathematical Thinking; Test Batteries

This summary for administrators describes the Iowa Tests of Educational Development (ITED), which are broadly based achievement tests for grades 9 through 12. The seven tests in the battery provide information about students' development in skills that are among the fundamental goals of secondary education. Emphasis is on the objectives that represent the long-term goals of instruction. The seven tests are: (1) Test E--Correctness and Appropriateness of Expression; (2) Test Q--Ability To Do Quantitative Thinking; (3) Test SS--Analysis of Social Studies Materials; (4) Test NS--Analysis of Natural Science Materials; (5) Test L--Ability To Interpret Literary Materials; (6) Test V--Vocabulary; and (7) Test SI--Use of Sources of Information. Tests are presented in two overlapping levels, Level I for grades 9 through 10, and Level II for grades 11 through 12. A description is given of each test, and some sample questions are included. Test development, scoring, and support materials for test interpretation are reviewed. The ITED battery was standardized in April and May of 1988 with more than 17,000 students. Reliability and validity are discussed, and the score reports furnished by the publisher are reviewed. (SLD)

ED 340 729 TM 017 774

Tests of Achievement and Proficiency: Administrator's Summary. Report No. 9-57427.
PUB DATE- 90
NOTE- 25p.; A promotional booklet advertising a commercially-available test.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Tests; Curriculum Evaluation; *Educational Assessment; Expressive Language; High Schools; *High School Students; Information Sources; Mathematics Tests; Reading Comprehension; Reading Tests; Science Tests; Social Studies; Standardized Tests; Student Evaluation; Test Items;

Johnson, Beth
Collective Bargaining in Higher Education and the Professions. Bibliography No. 17.
PUB DATE- Jan 89
NOTE- 100p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Freedom; Acquired Immune Deficiency Syndrome; Administration; Affirmative Action; Arbitration; *Collective Bargaining; College Faculty; Community Colleges; Comparable Worth; Computers; Contracts; Dismissal (Personnel); Drug Use Testing; Educational Quality; Elections; Equal Opportunities (Jobs); Ethics; Faculty Evaluation; Faculty Organizations; Financial Exigency; Financial Policy; Fringe Benefits; Governance; Grievance Procedures; *Higher Education; Labor Relations; Legal Problems; Legislation; Librarians; Long Range Planning; Merit Pay; Part Time Faculty; Personnel Management; Public Sector; Quality of Working Life; Teacher Discipline
IDENTIFIERS- Canada; National Labor Relations Board

This bibliography is an annual accounting of current state-of-the-art research and writings on collective bargaining in higher education and the professions. Sources include books, monographs, dissertations, journals, periodicals, speeches and newspaper articles. In "Part I--Faculty Bibliography" the following topics are covered: academic freedom, administration, affirmative action, AIDS in the work place, arbitration and mediation, collective bargaining, collective bargaining-Canada, community colleges, comparable worth, computers, contracts and contract issues, discipline and dismissal, discrimination, drug testing, elections, ethics, evaluation, excellence, faculty, faculty organizations, financial exigency, fiscal issues, fringe benefits, governance, grievance procedures, higher education, legal issues, legislation, librarians (academic), long-range planning, merit pay, National Labor Relations Board, non-faculty, part-time faculty, personnel administration, public sector labor relations, quality of work life, retirement, retrenchment, salaries, strikes, tenure, women faculty, Yeshiva. "Part II--Professions and Professional Bibliography" lists health care administration and institutions, health care professions, nurses, professions, professions--sports. The next section, "Part III--Information Guides" lists bibliographies and directories, resources and periodicals, and useful sources of information. The final section contains author and subject indexes. Also included is a list of acronyms and abbreviations. (JB)

ED 340 287 HE 025 137

Kaufman, Polly Welts, Ed.
The Search For Equity. Women at Brown University, 1891-1991.
PUB DATE- 91
NOTE- 352p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Historical Materials (060)
DESCRIPTORS- Alumni; Careers; Coeducation; Cultural Context; Educational History; Education Work Relationship; *Equal Education; *Females; Graduate Students; Higher Education; Single Sex Colleges; Volunteers; Women Faculty; Womens Athletics
IDENTIFIERS- *Brown University RI

(141)

DESCRIPTORS- *College Graduates; Demography; Education Work Relationship; Employer Attitudes; Employment Interviews; *Employment Opportunities; Higher Education; Job Placement; National Surveys; Recruitment; Salaries; *Trend Analysis

The 21st annual survey of recruiting trends analyzed responses of 464 organizations and businesses employing new college graduates. Of those interviewed, 83.8 precent were businesses, industries, manufacturing organizations, and service sector employers and 16 percent were local, state, and Federal Government agencies and the military services. Among the findings listed in this summary of the 21st annual edition are: a decrease of hiring quotas by 10 percent, with business decreasing the least (1.9 percent) and the military the most (20.7 percent); the stability of the job market jeopardized by the recession; the biggest hiring increases expected in construction and building contractors (up 97 percent); average annual starting salary expected for bachelor's degree graduates in 1991-92 is $27,037; medium availability of jobs expected for most areas of the nation with the exception of the northeast, where a low availability is expected; layoffs have curtailed or sharply reduced hiring of new college graduates; and cooperative education and internship programs are "the way of the future" and good sources of new hires. Additional data is provided in the following categories: campus recruiting, numbers of graduates and employers who reneged on offers of employment, new and emerging occupations, overseas opportunities, affirmative action/equal opportunity programs, cost of training graduates, shortcomings among college graduates, and employees as reservists called up for the Iraqi Crisis. A listing of the employers surveyed completes the report. (JB)

ED 340 307   HE 025 160

Integrated Quality Control Measurement Project. Findings and Corrective Actions.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 28 Sep 90
NOTE- 264p.; Pages 1-26 contain an "Executive Summary" of the project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Audits (Verification); *Delivery Systems; Error Patterns; Financial Aid Applicants; Higher Education; Need Analysis (Student Financial Aid); Quality Control; Records (Forms); *Student Financial Aid
IDENTIFIERS- Campus Based Financial Aid; *Higher Education Act Title IV; Pell Grant Program; Stafford Student Loan Program

The Integrated Quality Control Measurement Project (IQCMP) of the U.S. Department of Education measured the quality of awards distributed during the 1988-89 award year under the three major Title IV programs: the Pell Grant program, the Campus-Based programs, and the Stafford Loan program, in order to evaluate and improve the quality of the delivery of Title IV financial aid. The study used a nationwide sample of recipients (3,310 students) and obtained data on each from financial aid administrators, financial aid records, interviews with students and parents, and additional sources. Findings indicated that: approximately 10.9 percent of the $15.4 billion dollars awarded was awarded in error; certain items on the application and certain steps in the award calculation process were error-prone; Integrated Verification, the primary procedure for

PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- *Attitude Change; Career Choice; *College Freshmen; Comparative Analysis; Data Analysis; Economic Status; *Enrollment; Family Income; Feminism; Higher Education; Longitudinal Studies; Marriage; National Norms; National Surveys; Political Issues; Secondary Education; Self Esteem; *Student Attitudes; Student Educational Objectives; *Student Interests; Trend Analysis; Values

This report summarizes trends identified in 25 years of the Cooperative Institutional Research Program's annual surveys of college freshmen. It documents an array of demographic, attitudinal, and social changes involving students entering the nation's colleges since the survey's inception in 1966. Major findings from this report point to significant changes in students' academic skills, self-image, and personal goals, as well as in their preferences for college majors and careers. Presented are separate normative data summaries for men, women, and all freshmen. Among the trends in recent years are increases in the areas of student altruism, support for school integration through busing, and interest in promoting racial understanding. In addition, there is evidence of increasing student support for the environment and abortion rights. The most dramatic changes that are revealed by the data concern the effects of the Women's Movement and the changing role of women in American society. Tables comprise nearly half the report. Appendices present research methodology, a list of colleges and universities participating in the surveys, the precision of the normative data and their comparisons, and the aggregation of major and career responses. Contains 21 references. (GLR)

ED 340 326   HE 025 181

Astin, Alexander W.; And Others
The American Freshman: National Norms for Fall 1991.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Dec 91
NOTE- 281p.; For a related document, see HE 025 180 and ED 303 133. A product of the Cooperative Institutional Research Program.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- Attitude Change; *College Freshmen; Data Analysis; Data Collection; Grades (Scholastic); Higher Education; Longitudinal Studies; *National Norms; National Surveys; Political Issues; Secondary Education; *Student Attitudes; *Student Characteristics; *Student Educational Objectives; *Student Interests; Trend Analysis

This report presents national normative data on the major trends and characteristics of 1.6 million students attending American colleges and universities as first-time, full-time freshmen. The normative data are reported separately for men and for women and for 35 different institutional groupings. Among the findings are the following: (1) student interests in business continues to decline for the fourth straight year; (2) students are being affected by the current economic recession; (3) student interest in doctoral degrees reached an all-time high (12.5 percent), and interest in medical degrees, at 6.9 percent, reached its highest point since 1976; (3) students who frequently smoke cigarettes increased for the fourth straight year to 11.3 percent, after a decline of nearly 50 percent

Socio-Political and Economic Implications; (2) Potential Market Demand and Problems of Supply; (3) Learning Technology Pedagogics, including educational strategies of advanced learning technologies, support of the learning process, managing the learning process, didactic strategies, human tutoring, intelligent tutoring, explorative and simulated scenarios, and collaborative learning, psychological and motivational factors, demonstrating learning technology effectiveness, evaluating costs of learning technologies, evaluating processes and skills, evaluating resources, and design methodologies; (4) Learning Technology, including systems standards, learning configurations, learning facilities, design and production environments; dedicated development facilities and tools, communications, information environments, training services; and applications to support disabled people, language learning, collaborative learning, exploratory learning, and simulation and modelling; (5) Policy and Planning; and (6) Implementation--Transition and Evolution, including editorial, technological, and telecommunications scenarios, infrastructures, and evolutionary strategies. (DB)

ED 340 343 IR 015 321

Impact Assessment and Forecasts of Information and Telecommunications Technologies Applied to Education and Training: Volume III--Annex & Glossary. Analysis of Key Issues for the Orientation of the Work of Sector Actors in the Framework of DELTA.
PUB DATE- May 90
NOTE- 44p.; Cover title is: "Impact Assessment & Forecasts of Information and Communications Technologies Applied to Flexible and Distance Learning." For related reports, see IR 015 316-323.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Vocabularies/Classifications (134),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Networks; *Distance Education; Foreign Countries; Global Approach; Higher Education; *Information Technology; Labor Force Development; Open Universities; Postsecondary Education; *Technological Advancement; Telecommunications
IDENTIFIERS- Electronic Universities; European Communities Commission

This annex to the main report, the third volume in a three volume set, is based on a study performed by the DELTA (Developing European Learning through Technological Advance) unit in parallel with the projects underway in the research and development Exploratory Action. It provides an assessment of the world situation in flexible and distance learning, including the European Community, North America, Latin America, Africa, Asia, and Australia. Cross-national, national, and regional initiatives on open and distance learning are described, and issues in education, training, telecommunications, and information technology are discussed. The glossary of terms which concludes the report includes acronyms. (DB)

ED 340 344 IR 015 322

Mitchell, Hunter D., Ed.
DELTA '90: Development of European Learning through Technological Advance. R D Information and Communication Based Learning Technology.

than, T1 speeds of 1.544 megabits per second, or E1 speeds of 2.048 megabits per second. European and Japanese networks were identified with the assistance of experts familiar with their use of computer and communications technology. Descriptions of the U.S., European, and Japanese networking initiatives are contained in appendices I, II, and III, respectively. Appendix IV provides additional information on the objectives, scope, and methodology of the review, and appendices V and VI identify the government entities and other organizations that were contacted in Europe and Japan. (DB)

ED 340 361 IR 015 356

High-Performance Computing: Industry Uses of Supercomputers and High-Speed Networks. Report to Congressional Requesters.
PUB DATE- Jul 91
NOTE- 32p.; For related documents, see ED 327 219, ED 328 244, ED 329 226, and IR 015 355.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Aerospace Industry; *Business Communication; *Computer Networks; Computer Simulation; Computer Software; Cost Effectiveness; *Industry; Postsecondary Education; *Problem Solving; Surveys; *Technological Advancement; Use Studies
IDENTIFIERS- *High Performance Computing; *Supercomputers

This report was prepared in response to a request for information on supercomputers and high-speed networks from the Senate Committee on Commerce, Science, and Transportation, and the House Committee on Science, Space, and Technology. The following information was requested: (1) examples of how various industries are using supercomputers to improve products, reduce costs, save time, and provide other benefits; (2) barriers preventing the increased use of supercomputers; and (3) examples of how certain industries are using and benefitting from high-speed networks. The review of supercomputers examined five industries--oil, aerospace, automobile, chemical, and pharmaceutical. These industries are known for using supercomputers to solve complex problems for which solutions might otherwise be unattainable. Appendices II through V provide detailed accounts--drawn from 24 companies contacted within these industries--of how supercomputers are used to improve products and provide other benefits. Information was also obtained from 10 companies in the oil, automobile, and computer industries on their use of high-speed computer networks. Appendices I, VI, and VII, respectively, provide additional information on the objectives, scope, and methodology of the review, and identify the companies contacted to assess their use of supercomputers and high-speed networks. (DB)

ED 340 362 IR 015 357

West, Charles K.; And Others
A Report on the Research and Development of Instructional Simulation.
SPONS. AGENCY- Defense Systems Management Coll., Fort Belvoir, VA.
PUB DATE- Jan 91
NOTE- 81p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Bibliotherapy; Childhood Attitudes; *Childrens Literature; Content Analysis; *Divorce; Elementary Education; *Elementary School Students; *Family Characteristics; Family Structure; Literature Reviews; Nuclear Family; One Parent Family

Many children find themselves in changing families as a result of marital separation and divorce. Through bibliotherapy, they can identify with situations similar to their own, derive comfort in knowing that they are not alone, and develop insight and coping strategies. The purpose of this study was to examine how divorce, marital separation, single-parent families, and stepfamilies are presented in children's literature, specifically, realistic fiction, including picture books, suitable for kindergarten through sixth grade students, published in the United States during the 1970s and 1980s. The sample consisted of 25 children's books dealing with separation and divorce. Content analysis was used to examine the following areas: age and gender of the protagonist; custodial and living arrangements; standard of living; working mothers; parents' dating; relationships with parents; emotions felt by children; manipulation by children and parents; and children's acceptance of circumstances. The content analysis form, research findings, and an annotated bibliography of books used in the study are appended. (25 references) (Author/MAB)

ED 340 382 IR 053 881

Diamond, Rand J.
Comparing Lexis and Westlaw: Using System Features To Improve Search Results.
PUB DATE- May 91
NOTE- 62p.; Master of Library Science Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Comparative Analysis; *Full Text Databases; *Information Retrieval; Information Systems; *Online Searching; *Search Strategies; User Needs (Information)
IDENTIFIERS- *LEXIS System; *WESTLAW Retrieval System

This paper compares strengths and weaknesses of the Lexis and Westlaw computer assisted legal research systems. Their powerful full text document delivery capabilities are contrasted with their inherent limitations as information retrieval systems. The objective here is to alert users to the complexities of online legal searching and the necessity for evaluating these systems critically. Sample searches highlight the major differences between Westlaw's and Lexis's searching protocols. Comparable features of each system are examined to show how using them correctly improves the quality of search results and to warn of unintended consequences resulting from their misapplication. Specific features compared include field and segment searching, search query editing, browsing results, system employment of automatic equivalencies, and case retrieval shortcuts. Strategies for formulating searches that retrieve relevant cases, prevent the exclusion of potentially relevant cases, and help the searcher cope with database misspellings are considered. The economics of online searching is also addressed to consider which types of searches are performed most economically in each system. Although the searches performed during this study were limited to Ohio case law, they are adaptable for exploring the nuances of online

J. Martin; (14) "Issue: Can Instructional Accountability in Education Be Achieved through the Use of Behavioral Objectives, Proficiency Testing, etc?" by Richard M. Libby and Beth M. Waggenspack; and (15) "Research on Reading Problems: A Critical View," by Stephen R. Schroeder and Carolyn S. Schroeder. (UCM)

ED 340 400   JC 900 044

Fullen, James, Ed.
DAYTYC Journal, Vol. V, Nos. 1-2, Fall 1979, Winter 1980.
PUB DATE- 80
NOTE- 82p.; This journal is being entered into ERIC, one year's worth at a time, with "Table of Contents" type abstracts, in order to provide indexing access to the individual articles via the text of the abstract.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *College Faculty; *College Instruction; *College Programs; Community Colleges; Institutional Characteristics; *Instructional Improvement; *Instructional Innovation; Professional Associations; Program Descriptions; *Teaching Methods; Two Year Colleges
IDENTIFIERS- *Ohio

"OATYC Journal," which is published by the Ohio Association of Two-Year Colleges, is designed as a forum for the exchange of concepts, methods, and findings relevant to the two-year college classroom. Along with commentaries and letters of reaction from the readership, the two issues of volume V present the following articles: (1) "Focus: The Michael J. Owens Technical College Pro Bono Publico," by David Miller; (2) "Student Authored Learning Objectives," by Betty Huffman; (3) "Black Holes in the Book Collection: Book Loss from the Two-Year College Learning Resource Center," by Jon Cobes; (4) "Faculty Development," by Joseph L. Sanders; (5) "Public Relations at Terra Technical College," by Kenneth H. Hahn; (6) "Issue: Should the U.S. Adopt a Bilingual Education Program?" by Edward R. Roybal and S. I. Hayakawa; (7) "Access and Opportunity: Ohio's Two-Year Colleges," by the Ohio Technical and Community College Association; (8) "Focus: Lorain County Community College Providing 15 years of Timely Education," by Terri M. Frederick; (9) "Teaching as a Measure of Its Own Success--Academics Who Stay in the Classroom," by Clara M. Frazee and Sanford R. Kahn; (10) "An Overview of Secretarial Programs in Community and Technical Colleges in Ohio," by Joan Wilkinson; (11) "General Studies and the Technical Student," by Richard Halstead; (12) "Interdisciplinary Social Sciences: A Pillar of General Education," by Lloyd Monnin; (13) "The Informational Workshop: A Cost-Effective Approach to Adult Recruiting for Two-Year Institutions," by Monnie Ryan and Dennis Smith; (14) "Forum: What Should Be Done to Prevent Teacher "Burnout" within the Two-Year Colleges of Ohio?" by Dave Anderson and Jerome M. McKeever; (15) "My Conversion to Cooperative Education," by Lawrence N. Canjar; and (16) "Above the Rest: An Appropriate Goal for Human Potential Development," by Clyde Allen. (UCM)

ED 340 401   JC 900 045

Fullen, James, Ed.
OATYC Journal, Vol. VI, Nos. 1-2, Fall 1980-Spring 1981.
PUB DATE- 81
NOTE- 88p.; This journal is being entered into ERIC, one year's worth at a time, with "Table of Contents" type abstracts, in

section of the report begins with the president's message, followed by information on the following points of interest: the new Providence campus; CCRI's 2 2 tech-prep associate degree program; the new physical therapist assistant program; expansion of a small business development center; CCRI's cooperative education and minority mentor programs; the Center for Business and Industrial Training; Tuesday Talks (an informal series of lectures); the college's honors program; the World War II roundtable; the automated degree audit/advisement system; community service programs; grant programs; faculty and staff; athletics; and facility use by the community. Statistical information is provided on the following topics: (1) student characteristics; (2) fall enrollment from 1976 to 1990; (3) incoming students; (4) full-time and part-time enrollment; (5) off-campus credit enrollments; (6) graduates of 1990, with comparisons to 1988 and 1989 graduates; (7) CCRI transfers enrolling in other Rhode Island institutions; (8) enrollment in non-credit courses; (9) enrollment by program of study; (10) graduates by program of study; (11) faculty characteristics; (12) faculty rank; (13) staff characteristics; (14) tuition and fees; (15) general education revenues; (16) general education expenditures; and (17) student financial aid. (JMC)

ED 340 418   JC 920 023

Brey, Ron
U.S. Postsecondary Distance Learning Programs in the 1990s: A Decade of Growth.
SPONS. AGENCY- Coast Community Coll. District, Costa Mesa, Calif.; Corporation for Public Broadcasting, Washington, D.C.; Dallas County Community Coll. District, Tex.; Public Broadcasting Service, Washington, D.C.
PUB DATE- 91
NOTE- 72p.; Funding also received from the Learning Channel and the Southern California Consortium.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Comparative Analysis; Computer Assisted Instruction; *Distance Education; *Educational Technology; *Educational Trends; Higher Education; Interactive Video; Nontraditional Education; *Program Descriptions; Questionnaires; Telecommunications; *Telecourses; Two Year Colleges; Universities; Videodisks

In December 1990, in an effort to identify the telecommunications and electronic technologies that will be used in the 1990s for distance learning programs at postsecondary institutions, questionnaires were sent to the chief executive officers of all two-year institutions nationwide, and to a random sample of 750 four-year baccalaureat institutions. The study examined the degrees offered by these institutions via distance learning, and the availability of recorded materials, particularly telecourses. Usable surveys were returned by 368 two-year colleges for a 33% response rate, and by 184 four-year institutions for a 25% response rate. Telephone follow-up calls produced an additional 103 responding two-year institutions and allowed for a weighting of two-year college responses to account for the additional non-responding institutions. Study highlights included the following: (1) broadcast television was the single most important delivery method among two- and four-year colleges, though videotapes, either used in the library or level of education (whether those with a doctorate were more supportive). The study results showed a significant relationship between the three variables and the responses to the question "Do you believe there is a difference between equal access and affirmative action?" with females, those with less than 15 years of service, and those with a doctorate being more unified in their "yes" responses than the other groups. While other correlations were found on select questions, overall study results did not support a significant relationship between gender, length of service, or highest degree earned and attitudes towards affirmative action/equal access. The survey instrument and data tables are included. (JMC)

ED 340 435 JC 920 048

Dennis-Rounds, Jan
Student Outcomes Study: Follow-up of Year 1/Writing. Final Report.
SPONS. AGENCY- California Community Coll. Fund for Instructional Improvement.
PUB DATE- Sep 88
NOTE- 156p.; For a related document, see ED 286 566.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Persistence; *College Outcomes Assessment; Community Colleges; Followup Studies; Grade Point Average; Outcomes of Education; *Remedial Programs; Student Attitudes; Student Behavior; *Student Characteristics; Student Educational Objectives; Two Year Colleges; Writing Achievement; Writing Instruction; *Writing Skills
IDENTIFIERS- *California Community Colleges; Learning Assessment Retention Consortium CA

In 1987-88, as a follow-up to a 1986-87 Learning Assessment Retention Consortium (LARC) study of the educational outcomes of 7,500 remedial writing students enrolled in California community colleges, data from the academic records of 2,701 of the original students were collected, and surveys were completed by a subset of 865 of the students. Only 15 of the 29 colleges that participated in the first study elected to participate in the follow-up. The follow-up survey solicited information on students' reported use of writing skills, employment status, persistence patterns, educational goals, grade point averages (GPA's), and number of remedial and non-remedial units taken. Study findings included the following: (1) 88% of the respondents reported that they used their writing skills in courses, while 51% of working students reported using writing skills for such tasks as letter and memo writing; (2) 54% of the students in the follow-up who were also in the original fall 1986 sample persisted through the spring of 1987, reflecting higher than average community college persistence rates; (3) Asian students had the highest persistence rates (49%), and Black students had the lowest rates (37%); (4) more Hispanic students changed their stated educational goals than students in other ethnic groups: (5) over 75% of the students persisting through spring 1987 earned a GPA of 2.0 or better; and (6) over time, students enrolled in fewer remedial courses. The survey instrument is appended. (PAA)

ED 340 436 JC 920 049

Slark, Julie
Student Outcomes Study: Fall 1988 Follow-Up Study of Students

biennial budget request process, the appropriations recommendation formula, status of the state funding formula, sources of data, and the role of enrollment projections in the budget process. A list of discussion questions for the Commission and data tables are included. (PAA)

ED 340 452 JC 920 065

Institutional Effectiveness. An Overview of the University of Kentucky Community College System, Part Seven.
PUB DATE- 89
NOTE- 95p.; In its: "Overview of the Community College System," prepared for the Commission to Study the Future of the Community Colleges in Kentucky, p295-384, 1989 (JC 920 058).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; *College Outcomes Assessment; College Planning; Curriculum Evaluation; Followup Studies; Graduate Surveys; *Institutional Evaluation; Long Range Planning; *Organizational Effectiveness; *Program Evaluation; *Questionnaires; School Surveys; *Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- *Kentucky; *University of Kentucky Community College System

The Commission to Study the Future of Community Colleges in Kentucky was established in 1988 to review the accomplishments of the Kentucky Community College System (KCCS), to assess its current status, and to provide direction for the KCCS towards the year 2000. Developed as part of a collection of articles and reports on the KCCS for use by the Commission in its work, this report details the KCCS planning and budgeting processes, program evaluation procedures, and institutional accreditation policies and activities. Specifically, the report presents information on the following: (1) the five-year plan, the biennial budget/plan, and the annual budget/plan; (2) the assessment of transfer programs and technical programs, assessment techniques common to both transfer and technical programs, including the use of exit questionnaires, graduate follow-up surveys, and employer questionnaires, and assessment of continuing education/community service activities; (3) annual performance reviews, the annual review/report, and the Fifth Year Educational Unit Review; (4) assessment of externally funded programs; (5) evaluation by external accreditation agencies, and regional accreditation for colleges and universities; (6) the use of evaluation results; and (7) summaries of reviews conducted by external review agencies. A list of discussion questions for the Commission; data tables; a list of accrediting agencies utilized; copies of the assessment survey instruments; a 1975-1989 merit-pay report conducted for Jefferson Community College; and the Southern Association of Colleges and Schools criteria for accreditation, are included. (PAA)

ED 340 453 PS 019 705

The Emerging Student: Relationships among the Cognitive, Social and Physical Domains of Development.
PUB DATE- 91
NOTE- 58p.; For other documents in this series, see ED 287 570, ED 294 680, and ED 304 230.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

ED 340 472 PS 020 150

Generating Innovative Strategies for Healthy Infants and Children. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred Second Congress, First Session.
PUB DATE- 23 Apr 91
NOTE- 130p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *At Risk Persons; Birth Weight; *Child Health; *Delivery Systems; Drug Use; Federal Programs; Health Insurance; Health Personnel; Health Programs; *Health Services; Hearings; *Infant Mortality; Low Income Groups; Nutrition; *Prenatal Influences; Unwed Mothers
IDENTIFIERS- Childhood Illnesses; Congress 102nd; Maternal Health; *Prenatal Care

In this report of a hearing on infants' and children's health, two factsheets present information on the lack of recent progress in reducing infant mortality rates; the accessibility of prenatal care; low birthweight; nutrition; inadequate child health care; health risks for low-income children; the lack of adequate health insurance; the health care provider shortage; inflexibilities of the medical system; the limits of technology in addressing the issue of infant mortality; the relationship of maternal behaviors and characteristics, such as drug use and marital status, to infant mortality; and the need for services that remove unnecessary bureaucracy from the health care system. Statements were made by nine representatives and by Senator Bill Bradley. Statements or other materials were presented by six other individuals representing organizations or government agencies. Topics included those covered in the factsheets and one-stop shopping for health care services, an outbreak of measles, and Bush administration initiatives to address the problem of providing child health care. (BC)

ED 340 473 PS 020 156

Feshbach, Norma Deitch
Studies on Parental Empathy: Implications for Head Start.
PUB DATE- Jun 91
NOTE- 38p.; Paper presented at the National Working Conference on New Directions in Child and Family Research: Shaping Head Start in the Nineties (Washington, DC, June 24-26, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Affective Behavior; Child Abuse; *Child Rearing; Elementary School Students; Emotional Response; *Empathy; *Fathers; *Mothers; Parent Attitudes; Parent Child Relationship; Parent Participation; Personality Traits; Preschool Children; Preschool Education; Primary Education; Sex Differences; *Socialization
IDENTIFIERS- *Project Head Start

This paper reviews research on the assessment of parental empathy and considers data relevant to the relationship of parental empathy to other parental and family attributes. Three studies that relate parental empathy to the child's adjustment and personality characteristics, including empathy in the child, are then examined. The first study focuses on parent and child correlates of parental empathy with elementary-aged children.

assessments; forms for tracking the learner's progress; a list of competency goals; and a list of resources for information on early childhood education. (BC)

ED 340 492 PS 020 206

Glantz, Frederic B.; And Others
Cost-Effectiveness of Early Childhood Programs for Low-Income Children: Findings from the Evaluation of Project Giant Step.
PUB DATE- 9 Nov 91
NOTE- 43p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (Denver, CO, November 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Development; *Cognitive Ability; Cognitive Measurement; *Cost Effectiveness; Day Care Centers; Economically Disadvantaged; Family Programs; *Low Income Groups; *Parent Participation; Preschool Children; *Preschool Education; Program Evaluation; Public Schools; Services; Tables (Data)
IDENTIFIERS- Developmentally Appropriate Programs; Integrated Services; New York (New York); Preschool Inventory (Caldwell); *Project Giant Step NY; Project Head Start

This paper reports on the findings of an evaluation of Project Giant Step, a program funded by New York City to provide comprehensive services to all 4-year-olds in the city, beginning with low-income children who are unserved by existing programs. Both the costs and effects of Project Giant Step are examined. Effects of the program on children were determined by means of the Preschool Inventory, which measures achievement in areas regarded by the developers as necessary for success in school. The findings indicate that the program had a significant impact on children's cognitive performance, and that the magnitude of the program's effects was directly related to program costs. It was found that the higher a program's expenditures per child, the higher the average cognitive gains of the children. Results provide some insights into the tradeoffs that policymakers must make between the quality of care in publicly funded early childhood programs and the number of children that can be served. Included are 15 exhibits of related material. (GLR)

ED 340 493 PS 020 208

Evans, Ian M.; And Others
Experimental Evaluation of a Preventative Home-School Partnership Program for At-Risk Elementary-Aged Children.
PUB DATE- Apr 91
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Behavior Problems; Delivery Systems; Dropout Prevention; *Early Childhood Education; *Emotional Problems; Grade 1; Grade 2; *High Risk Students; *Home Visits; Intervention; Kindergarten Children; Models; Parent Education; Parent Participation; Parent School Relationship; *Parent Teacher Cooperation; Preschool Children;

from both settings showed a distinct increase in the number of health and safety activities included. Results of parent surveys taken in the home-based programs demonstrated a modest increase in knowledge. The information gathered from the parent surveys from center-based programs was inconclusive. Appended are a list of 22 references and other

ED 340 512 PS 020 250

Karrby, Gunni
22.000 Minutes in Preschool: 5-6 Year Old Children's Activities, Language and Group Constellations in Swedish Preschools. Reports from the Department of Education and Educational Research. Report No. 1991:02.
PUB DATE- 91
NOTE- 102p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Day Care Centers; *Educational Environment; *Educational Objectives; Foreign Countries; *Full Day Half Day Schedules; Play; *Preschool Education; Public Policy; *Social Environment; Young Children
IDENTIFIERS- *Sweden

A translation of parts of a Swedish study conducted in 73 full-day and 42 part-day Swedish preschools is presented. Although official Swedish policy maintains that the two types of preschool should have the same social and educational goals, Swedish public opinion holds that full-time preschools are mainly caretaking schools, and part-time preschools are more educational. The study reported in this document involved observations of the activities, language, and groupings of 559 children of 5-6 years of age. Categorizations were made according to the principles used in the Oxford Preschool Research Study (1980). Results showed that there was more social play and social interaction without play in full-time than in part-time preschools, and that part-time preschools had more goal-oriented and traditional activities. More system stress, such as large group size, problem children, and high staff turnover, was connected to a less goal-oriented structure in full-time preschools, and the opposite was true in part-time preschools. About the same amount of time (60 to 70 minutes) was devoted to structured educational activities daily in both forms of preschool. Contains about 100 references from English language and Swedish sources. (LB)

ED 340 513 PS 020 256

Valdez, Alora
Classroom Management Beliefs and Practices in an Early Childhood Classroom: A Case of Mrs. W.'s Conflict of Interest.
PUB DATE- Apr 91
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (72nd, Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Classroom Techniques; *Conflict of Interest; *Elementary School Teachers; Grade 2; *Language Arts; Primary Education; Self Concept; Self Control; Teacher Attitudes; *Teaching Methods; Whole Language Approach

A year-long interpretive case study was conducted to examine a

Efforts were made to inform parents about the availability of the program. At the end of the second week of school there were 8 children enrolled on a regular basis and 10 enrolled on a drop-in basis. Results indicate that it is important in implementing this type of program to match parents' schedules and to develop a curriculum that meets the needs and interests of its participants. Appendices include the feasibility study, program activities, and a daily schedule. (LP)

ED 340 532   RC 018 417

Chance, Edward W.; And Others
Creating an Effective Rural School District: A Case Study.
PUB DATE- Oct 91
NOTE- 44p.; Paper presented at the Annual Convention of the National Rural Education Association (Jackson, MS, October 10-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; Case Studies; *Educational Improvement; Elementary Secondary Education; *Instructional Leadership; Principals; Program Development; Rural Education; *Rural Schools; *School Districts; *School Effectiveness; Student Attitudes; Teacher Attitudes
IDENTIFIERS- Little Axe Independent School District OK

Research has found that effective schools can be distinguished from less successful counterparts by five characteristics. These are: strong instructional leadership; high expectations for all students to learn; an orderly and positive learning environment; a carefully developed instructional focus; and regular measurement of student learning. Based on these findings, the administrators and teachers of the Little Axe School District, Oklahoma, embarked on an extensive school-improvement program. In 1988-89, they established committees to address the five correlates of effective schools; attended staff development sessions to study the correlates; and developed objectives. During the following 2 school years, staff continued their training; developed an after-school alternative program for suspended students; and implemented a curriculum mapping project. District administrators asked researchers from the University of Oklahoma to examine the impact of the building principal on the effective schools process underway at each of the schools. "Shadowers" followed each principal and the superintendent for an entire day and were privy to all of the day's happenings, making notes of all dialogue with faculty and students (numerous direct quotations are included in the paper). The workload of administrators seemed to be overwhelming. Administrators cited lack of time and maintaining good communication with staff and parents as their chief concerns. Evaluation of the school-improvement program also included interviews with selected staff and students and the administration of the Leadership Practices Inventory to administrators and selected staff. (SV)

ED 340 533   RC 018 426

Ward, Carol; Wilson, David
Northern Cheyenne Dropout Research Project. Final Project Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 91
NOTE- 153p.

the production of innovative teaching materials, the training of teachers responsible for multicultural classes, and improvement of relationships among schools, parents, and cultural associations. The report summarizes trends and views relating to bilingual education, cultural diversity, cultural adaptation, and cultural identity. The report lists specific recommendations for UNESCO, the host countries, and the countries of origin in collaboration with UNESCO. Appendices include a list of participants, a list of papers contributed, an agenda of the meeting, and a summary of the 1973-85 UNESCO educational program for migrant workers and their families. (KS)

ED 340 550 RC 018 456

Robinson, June Grube; And Others
Camp Health Aide Manual = Manual para trabajadores de salud.
SPONS. AGENCY- Catholic Consortium for Migrant Health, Detroit, MI.; Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Care Delivery and Assistance.; National Migrant Worker Council, Inc. Detroit, MI.
PUB DATE- Jun 91
NOTE- 111p.
LANGUAGE- English; Spanish
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Dental Health; First Aid; *Health Education; Health Materials; Health Promotion; Hygiene; Mental Health; *Migrant Health Services; *Migrant Housing; *Migrant Workers; Nutrition; Pregnancy; *Social Services; Teaching Guides; Venereal Diseases
IDENTIFIERS- *Camp Health Aid Program MI

This bilingual manual serves as a textbook for migrant Camp Health Aides. Camp Health Aides are members of migrant labor camps enlisted to provide information about health and social services to migrant workers and their families. The manual is divided into 12 tabbed sections representing lessons. Teaching notes printed on contrasting paper contain objectives for the lesson, a list of materials needed, and examples of demonstration methods. Chapter 1, "Introduction to the Camp Health Aide Program," provides general information. Chapter 2, "Learning Different Ways of Helping People," addresses skills needed by the Camp Health Aide. Chapter 3, "Personal Hygiene," covers dental health, scabies, lice, ticks, athletes foot, and ringworms. Chapter 4, "Camp Sanitation and Safety," contains sections on safety hazards, trash disposal, wild animals, and pesticide poisoning. "Basic First Aids" is presented in chapter 5. Chapter 6 is a brief overview of nutrition. Chapter 7, "Keeping Your Children Healthy," provides information on vaccinations, diseases, and nutrition. Chapter 8 addresses pre- and postnatal care during pregnancy. Adult illnesses and high blood pressure are explained in chapter 9. Symptoms, treatment, and prevention of "AIDS and Sexually Transmitted Diseases" are discussed in chapter 10. Common children's illnesses are described in chapter 11. The final chapter addresses mental health problems. The manual contains many drawings and a subject index. (KS)

ED 340 551 RC 018 462

Achievement; *Mathematics Instruction; Mathematics Skills;
Protocol Analysis; *Teaching Methods
IDENTIFIERS- *Constructivism

This paper describes the implications of constructivism both for what to teach and for how to teach. The first part discusses three approaches on what to teach: (1) relating mathematical knowledge to other knowledge; (2) checking for self-consistency; and (3) putting thinking before facts. The second part is on how to teach based on constructivism. Skepticism and curiosity are the important characteristics of constructivist teaching. Examples from an introductory physics course and a calculus course are presented to illustrate students' diverse understandings of certain concepts. Some instructional methods, such as lectures, tutoring, and group discussion are critiqued from the constructivist viewpoint. The use of protocol analysis as a tool for reflecting students' informal thinking is introduced. (YP)

ED 340 571 SE 051 280

Sigman, Marilyn, Ed.
Alaska Wildlife Week--Primary Teachers' Guide. Unit 7. Together, We Can Help Wildlife. April 23-29, 1989.
PUB DATE- 89
NOTE- 39p.; For related documents, see SE 051 281-283.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Environment); Ecology; Educational Games; *Elementary School Science; Environmental Education; Instructional Materials; Learning Activities; *Natural Resources; *Primary Education; *Science Activities; Science Education; *Teaching Guides; *Wildlife; Zoology
IDENTIFIERS- *Alaska

Wildlife is often described as one of Alaska's most important and valuable resources. Helping wildlife can take many forms. In this educational packet, a variety of activities are included to help primary students understand which human activities help wildlife and which harm wildlife. The activities included in this packet represent adaptations and combinations of activities from past years and from Project Wild under the unit theme "Together, We Can Help Wildlife." The three lessons included in this guide contain background information for teachers, introductory activities and ideas for curriculum integration. Examples of Alaskan food webs and food chains, game pieces, and "Etiquette for Wildlife Watchers" are included in an appendix. (CW)

ED 340 572 SE 051 281

Sigman, Marilyn, Ed.
Alaska Wildlife Week--Upper Elementary Teachers' Guide. Unit 7. Together, We Can Help Wildlife. April 23-29, 1989.
PUB DATE- 89
NOTE- 66p.; For related documents, see SE 051 280, SE 051 282-283.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Environment); Ecology; Elementary Education; *Elementary School Science; Environmental Education; Instructional Materials; *Intermediate Grades; Learning Activities; *Natural Resources; *Science Activities; Science

ED 340 591 SE 052 424

Matthews, Christine M.
Science, Engineering, and Mathematics PreCollege and College Education. CRS Issue Brief. Updated.
PUB DATE- 18 Jun 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Career Choice; *College Preparation; Course Content; Degree Requirements; Degrees (Academic); Elementary Secondary Education; Engineering Education; *Federal Legislation; *Foreign Students; Government Publications; Government Role; Higher Education; Mathematics Education; Mathematics Instruction; *Minority Groups; Science Education; *Science Instruction; Scientific Literacy; Scientific Personnel; Teacher Education; Teacher Shortage
IDENTIFIERS- Department of Education; Elementary Secondary Education Act Title II; National Science Foundation

In this issue brief, a number of selected science and engineering concerns are discussed, along with initiatives that contain provisions to address these areas. These include the following: (1) precollege science and mathematics concerns such as teacher shortages, quality of science instruction, and the content of science courses; (2) mathematics education; (3) demographics and the science and engineering talent pool; (4) degree acquisition trends for minorities; (5) foreign-born national science and engineering students; (6) technical literacy of the U.S. population; and (7) role of federal policies in science and engineering education. Programs created by the National Science Foundation and the Department of Education's role through Title II of the Elementary and Secondary Education Act are discussed, and six brief summaries of federal legislation are provided. (KR)

ED 340 592 SE 052 432

In the National Interest: The Federal Government in the Reform of K-12 Math and Science Education.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- Sep 91
NOTE- 80p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agencies; *Agency Cooperation; *Educational Change; Elementary Secondary Education; *Federal Programs; Financial Support; *Government Role; *Mathematics Education; Motivation; Program Descriptions; School Organization; *Science Education; Teacher Qualifications

This report is about the serious shortcomings in U.S. math and science education, and what the federal government can and should do in order to play a much more effective role in the national effort to remedy those shortcomings. The task force responsible for this document believes that math and science education should receive priority attention as a specific focus area in federal pre-college education reform initiatives. However, math and science educational improvement must be undertaken in the context of systemic reform of K-12 education as a whole: teacher capability and diversity, school structure and management, and student motivation. Federal programs in

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Beliefs; *Cognitive Development; *Concept Formation; Cultural Influences; *Educational Research; Elementary Secondary Education; Epistemology; *Science Education; Teaching Methods; *Theories
IDENTIFIERS- *Conceptual Change Theory of Knowledge; *Constructivism

This symposium examines the science education research enterprise from multiple theoretical perspectives. The first paper, "Contextual Constructivism; The Impact of Culture on the Learning and Teaching of Science (William Cobern), focuses on broad issues of culture and how constructivism is affected by the context of culture. Culturally based beliefs of students and teachers are examined to determine the niche science finds in the cognitive and sociocultural milieu of students. This paper argues that the cultural foundation upon which science learning is built will provide direction for future constructivist research. The second paper, "Can Principles of Science Inform Instructional Decision Making?" (Richard Duschl) looks at conceptual change theory in terms of growth of knowledge frameworks from the history and philosophy of science tradition. This paper argues that educational researchers who seek to understand the dynamics of conceptual change have underrepresented the task and, therefore, the procedural knowledge involved. The third paper, "Anthropological Perspectives on Teaching and Learning" (Kenneth Tobin), is summarized briefly. The full paper presented an analysis of science teaching and learning from an anthropological view that incorporates semiotics. Myths, metaphors, beliefs, images, and personal epistemologies are important referents in the sense-making process and are used as a conceptual framework for analyzing teaching and learning. Implications are highlighted in the full paper for research, policy, teacher education, and classroom practice. The fourth paper, "Contextual Realism in Science and Science Education" (Ronald Good) is summarized. The paper's perspective is consistent with the current position in science education known as constructivism and combines a view of science known as contextual realism with a view of science learning that focuses on induction and prediction. The central question posed by this paper is how to help students achieve higher levels of understanding of the nature of science within the contexts commonly found in today's schools and communities, and what research is most likely to help in achieving this end. A symposium abstract and overview of the four papers introduce the collection. Two bibliographies provide 96 references. (KR)

ED 340 611 SE 052 553

Eichinger, David; Roth, Kathleen J.
Critical Analysis of an Elementary Science Curriculum: Bouncing around or Connectedness? Elementary Subjects Center Series No. 32.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 91
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Development; Concept Formation; *Content Analysis; *Curriculum Development; Elementary Education;

gathering data on attitudes toward economics, on intelligence, and on moral maturity. The main focus of the research was a comparison between 11th and 12th grade students in the United States with those in Germany and Austria. At the time the report was prepared, data from the German students was incomplete. Among the more significant findings of the study was that the achievement of Austrian students in economic literacy was no better or worse than their U.S. peers. A difference in the performance levels between male and female students in both Austria and the United States was noted. A list of four references is included and a number of tables, many containing statistical data, are appended. (DB)

ED 340 630 SO 021 510

Ashley, Richard D.
Redesigning the Content and Sequence of Instruction in Music Theory. Final Report to Fund for the Improvement of Post Secondary Education.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 89
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Uses in Education; Courseware; Educational Research; Higher Education; *Instructional Improvement; Learning Activities; Learning Processes; *Learning Strategies; *Majors (Students); *Music Activities; *Music Education; Problem Solving; Skill Development; Teaching Methods; Thinking Skills; Undergraduate Study
IDENTIFIERS- *Musical Analysis; Musical Synthesizers

This report summarizes a project in which a number of new approaches were taken to improve learning in undergraduate basic music instruction for music majors. The basic viewpoint proposed was that music activities can be seen as skilled problem solving in the areas of aural analysis, visual analysis, and understanding of compositional processes. Computer software was developed for each of these areas using visual representations of musical scores, compositional programs controlling MIDI synthesizers, and CD (compact disc) players controlled by the computer for analytical listening. A number of tables and graphs containing analysis and information from the research study are included. (Author/DB)

ED 340 631 SO 021 516

Fleming, Dan B.
Social Studies Reform and Global Education: California, New York, and the Report of the National Commission on Social Studies.
PUB DATE- Jun 90
NOTE- 22p.; Paper presented at the Annual Meeting of the Social Science Education Consortium (Evanston, IL, June 21-23, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizenship Education; *Curriculum Development; *Curriculum Evaluation; Educational Change; *Educational Objectives; Elementary Secondary Education; Global Approach; *Social Studies
IDENTIFIERS- California; *Global Education; National Commission

these various endeavors. Among the subjects listed in the directory are quincentenary organizations; miscellaneous organizations; conferences; exhibitions; film, radio and television productions; guides; legislation; libraries; magazines; museums, maritime projects, performing arts; educational programs; and research. (DB)

ED 340 651   SO 021 896

Christopher Columbus and His Voyages to America: A Guide to Selected Sources in the Kent State University Libraries.
PUB DATE- Jul 91
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Elementary Secondary Education; Higher Education; *Library Materials; *North American History; Research Tools; Resource Materials; *Social Studies
IDENTIFIERS- *Columbus (Christopher); Columbus Quincentenary; *Explorers; Kent State University OH

This annotated list of reference sources features materials about Christopher Columbus's voyages to the Americas. While the sources featured are to be found specifically in Kent State University (Ohio) Libraries, this guide may provide helpful suggestions to persons interested in materials on Columbus in general. The guide covers the following materials: general encyclopedias, specialized encyclopedias and atlases, general histories of exploration, selected biographical and other secondary sources, selected primary sources, and periodical literatrue. (DB)

ED 340 652   SO 021 897

The Columbian Quincentenary: An Educational Opportunity.
PUB DATE- 91
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *History Instruction; *North American History; *Social Studies; Teaching Methods; Western Civilization; World History
IDENTIFIERS- *Columbus (Christopher); *Columbus Quincentenary; Explorers

Nineteen ninety-two is the 500th anniversary of Columbus's first voyage to the Americas. This position statement challenges educators to participate in commemorating the quincentenary by seriously examining the available scholarship to enhance knowledge about 1492, and in turn, to enhance the knowledge of students. Specifically, educators are called upon to help students comprehend the contemporary relevance of 1492 and provide them with basic, accurate knowledge about Columbus's voyages, their historical setting, and unfolding events. This paper highlights a number of important facets of the history of Columbus's voyages that should be stressed, including: Columbus did not discover a new world and thus, initiate American history; the real America Columbus encountered in 1492 was a different place from the precontact America often portrayed in folklore, textbooks, and the mass media; and as a result of

Characteristics; *Teacher Education Programs
IDENTIFIERS- Excellence (Quality)

The purpose of this publication is to examine five standards of excellence for judging teacher education programs. The paper is organized into five sections with the standards stated as questions and summarized as guidelines. The five questions discussed are: (1) What are the attributes sought in those selected to become teachers? (2) What is the nature of the expertise of those who serve as teacher educators? (3) What knowledge is of most worth for future teachers? (4) What is the best way of offering this knowledge? and (5) What are the effects of the program on new teachers and the pupils they serve? Twenty-three guidelines of excellence, to be applied to programs of teacher education, are suggested. These guidelines include: developmental level adults are the best constituency to prepare for teaching; teacher educators should be experienced, effective, and currently practicing classroom teachers; the knowledge base which undergirds most teacher practice is experiential; teacher education should occur on-site in a functioning school and be coached by an effective classroom teacher. According to this paper, these guidelines are difficult to find in traditional university-based teacher education programs; they can, however, be found in some alternative certification programs. (LL)

ED 340 672   SP 033 454

Thomas, David
Teachers as Unexplored Persons; Pre-service Teachers' Narratives, Diaries and Field Notes.
PUB DATE- Aug 91
NOTE- 22p.; Paper presented at the Annual Conference of the British Educational Research Association (17th, Nottingham, England, August 28-31, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Higher Education; *Journal Writing; *Personal Narratives; *Preservice Teacher Education; Teacher Education Curriculum; Teacher Student Relationship
IDENTIFIERS- Dialogic Communication; *Reflective Writing

This paper starts with assumptions about the contested nature of teacher training and supports the view that learning about teaching is a dialogical process facilitated by social interaction. The development of "reflective intervention" gives prominence to narrative modes of cognition as tutors and students identify private "theories" and reconstruct experiences and attempt to link these to public theories. Such reconstructions can reveal unexplored aspects of the person when faced with conflict and stress. Experience with teachers' narratives suggests the need for a careful plan in which the accounts of school experiences are positioned within a supportive structure. Issues relating to tutors' skills in "reading" student accounts are considered and a plea is made for reflective space in crowded training programs. (Author/IAH)

ED 340 673   SP 033 464

Projections of Public School Classroom Teachers: New York State 1989-90 to 1993-94.
PUB DATE- Jan 90
NOTE- 21p.

PUB DATE- 91
NOTE- 58p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Core Curriculum; Curriculum Design; Curriculum Guides; *Educational Change; Elementary Secondary Education; *Faculty Development; Foreign Countries; *Instructional Effectiveness; Integrated Activities; *Teaching Methods
IDENTIFIERS- Adaptive Instructional Systems; Collaborative Talk; *Reflecting (Communication); *Saskatchewan

The purpose of this guide, designed to support a core curriculum model in Saskatchewan (Canada), is to: (1) affirm the integral role of instruction in meeting the objectives of the core curriculum; (2) provide support for teachers in extending their range of instructional practices and in meeting the challenges of major curriculum change; (3) provide curriculum writers with a design which integrates curriculum and instruction; (4) affirm the art, as well as the science, of teaching; and (5) act as a catalyst for further professional development. The document is organized into five chapters. The first is an examination of the context within which instruction occurs. Chapter 2 introduces a framework for instructional approaches and describes the components of the instructional framework. In chapter 3, the relationship of the adaptive dimension to instructional practice is described. Chapter 4 examines a variety of factors that practitioners must consider in the selection of instructional approaches. Chapter 5 takes a reflective look at the challenges educators face in the development of instructional approaches and the options available to educators for meeting these challenges. A "reflective questions" section is included with each chapter. (LL)

ED 340 693 SP 033 506

Understanding the Common Essential Learnings: A Handbook for Teachers.
PUB DATE- Aug 88
NOTE- 63p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Creative Thinking; Critical Thinking; *Discussion (Teaching Technique); Elementary Secondary Education; Foreign Countries; Independent Study; *Instructional Improvement; Language Arts; *Learning Strategies; Lifelong Learning; Mathematical Concepts; *Questioning Techniques; Technological Literacy; *Theory Practice Relationship; Values Education
IDENTIFIERS- *Reflection Methodology; *Saskatchewan

This handbook enables teachers to proceed from understanding to practical incorporation in the classroom of "Common Essential Learnings," an appropriate and sound pedagogy, based on techniques of questioning, reflection, and dialogue. The "Common Essential Learnings" comprise six categories: (1) communication, which focuses on improving students' understanding of language demands; (2) numeracy, which is concerned with developing students' knowledge, skills, and appreciations of mathematical ideas, techniques, and applications; (3) critical and creative thinking, which is transformational as well as structural invariants not only in the context of the classical "Visual Cliff" experiments but also when their basic assumptions are transformed into the social realm. On the hypothesis that structural invariants can be defined as an invariant combination of variables of significance for the perception of social structure, a series of three factor analytic studies was conducted with a sample of 611 subjects. The first study involved 214 inservice teachers and 57 high school students in Sweden; the second study involved 180 residents of the Lund-Malmo area of southern Sweden; and the third study involved 160 university and college students in Sweden. The three studies were used to: (1) reduce an initial data set in the empirical approach to the Gibsonian concept of affordance; (2) extend the search for a two-component structure; and (3) confirm the existence of invariance in the affordance structure. Despite different sets of variables, different sample subjects, and a time interval of 7 years, it was possible to infer the existence of two ecological components defining the transformed "Visual Cliff". The first specifies the nature of change (the development of worth), while the second specifies the structure that undergoes change (the visibility of developed worth). (Author/TJH)

ED 340 713 TM 016 828

Broadfoot, Patricia; And Others
The Conduct and Effectiveness of Primary School Assessment.
PUB DATE- Apr 91
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; Educational Assessment; *Educational Change; *Elementary School Students; Elementary Secondary Education; Evaluation Problems; Foreign Countries; *Secondary School Students; *Standardized Tests; *Student Evaluation; *Teacher Attitudes
IDENTIFIERS- *British National Curriculum; England; Standard Assessment Tasks (England); Wales

A preliminary discussion is presented of the advantages and disadvantages of the comprehensive assessment system used to complement the National Curriculum that is being introduced in England and Wales as part of the 1988 Education Reform Act. Some of the early findings of the Primary Assessment, Curriculum, and Experience (PACE) study are also presented. As the National Curriculum is implemented, assessment of all children against attainment targets will be conducted and Standard Assessment Tasks (SATs) will evaluate the progress of children at ages 7, 11, and 14 years, with a final assessment at age 16 years. A study involving 88 teachers in the period prior to the first administration of the SATs indicated a sense of constraint resulting from the new requirements, with many worries about the time and practicability of the innovations and their impact on the teaching-learning relationship. Little recognition of a positive role for these assessments was apparent. Interview data for 48 6-year-old children indicated anxiety on the part of students as well. It is concluded that the fundamental incompatibility of formative and evaluative assessment purposes has resulted in the loss of the powerful positive potential of assessment in promoting learning. (SLD)

ED 340 714 TM 017 386

Test Manuals; *Test Use
IDENTIFIERS- *Tests of Achievement and Proficiency

This administrator's summary describes the Tests of Achievement and Proficiency (TAP). The TAP battery is designed to provide information about the strengths and weaknesses of the instructional program and about skills performance of individual students in grades 9 through 12. The TAP may be administered at the year's beginning, middle, or end; norms are provided for October, January, and April, respectively. The Iowa Tests of Basic Skills and the TAP together provide 14 test levels to survey elementary and secondary education in order to ensure accurate grade-to-grade measurement. Tests are numbered to correspond roughly to age rather than grade. The TAP battery consists of the following tests: (1) reading comprehension; (2) mathematics; (3) written expression; (4) using sources of information; (5) social studies; and (6) science. TAP also provides an Applied Proficiency Skills score based on selected items from the first four tests to reflect student application of basic skills. Optional tests in listening and writing are available for all TAP forms. A specific description of each test is given, and the measurement of higher order thinking skills by the TAP tests is described. Information is provided about test reliability, validity, bias, and norming procedures. The optional support materials available are described. Six tables present details about the test battery, and four figures illustrate the discussion. (SLD)

ED 340 730   TM 017 777

Koretz, Daniel M.; And Others
The Effects of High-Stakes Testing on Achievement: Preliminary Findings about Generalization across Tests.
SPONS. AGENCY- Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.; Office of Educational Research and Improvement (ED), Washington, DC.; Spencer Foundation, Chicago, Ill.
PUB DATE- Apr 91
NOTE- 38p.; Paper presented at the Annual Meetings of the American Educational Research Association (Chicago, IL, April 3-7, 1991) and the National Council on Measurement in Education (Chicago, IL, April 4-6, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Accountability; *Achievement Tests; Black Students; Comparative Testing; Elementary School Students; *Generalization; Grade 3; Hispanic Americans; Poverty; *Primary Education; *Teaching Methods; Testing Problems; Test Reliability; Test Results; *Test Use; Urban Schools
IDENTIFIERS- *High Stakes Tests; Teaching to the Test; *Testing Effects

Detailed evidence is presented about the extent of generalization from high-stakes tests to other tests and about the instructional effects of high-stakes testing. Data are from grade 3 of a large, high-poverty urban district with large numbers of Black and Hispanic American students. The district's results in 1990 for two tests, designated Test B and Test C, were compared to the researchers' results for Test C (N=840 students in 36 schools). Student-level comparisons were made for three study tests and Test B. For mathematics, all comparisons, at district and student levels, support the primary hypothesis that performance on the conventional high-

This collection of essays describes women's ongoing search for equity at Brown University, Rhode Island, since their first entrance there in 1891. After a preface by Joan W. Scott and an introduction by Polly Welts Kaufman, the volume contains the following 10 essays: "The Woman's Club Movement Creates and Defines the Women's College" by Karen J. Blair; "'Freedom to be Womanly': The Separate Culture of the Woman's College" by Linda Eisenmann; "From Coordination to Coeducation: Pembrokers' Struggle for Social Equality" by Louise M. Newman; "From Equity to Equality: Women's Athletics at Brown" by Cindy Himes; "The Costs of Partial Support: One Hundred Years of Brown Graduate Women" by Linda Eisenmann; "'A Place for A Good Woman': The Development of Women Faculty At Brown" by Lyde Cullen Sizer; "Finding a Voice: Women on the Brown Corporation" by Jean E. Howard; "The Challenge of Diversity: Undergraduate Women at Brown in the 1980s" by Shelley Mains and Sandy Martin with Martha Gardner; "A Network of Women: Alumnae Volunteerism in Rhode Island" by Karen M. Lamoree; and "A Wider World: Careers of Brown Alumnae" by Charlotte Lowney Tomas. Included are notes on the contributors and an index. All of the essays include extensive references and notes. (JB)

ED 340 288 HE 025 139

Lenth, Charles S.; Russell, Alene Bycer
Statewide Student Data Systems and Capabilities To Report Postsecondary Graduation Rates.
PUB DATE- Nov 91
NOTE- 81p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; Compliance (Legal); Data Analysis; Databases; *Data Collection; *Dropout Rate; *Graduation; Higher Education; *Information Dissemination; School Holding Power; *State Programs
IDENTIFIERS- Colorado; Florida; Minnesota; New Jersey; North Carolina; *Student Right to Know and Campus Security Act; Tennessee; Wisconsin

This report provides background and linkages necessary to bring state-level experiences of reporting graduation rate statistics to bear in implementing the Student Right-to-Know Act particularly regarding the reporting of student persistence and graduation rates at institutions of higher education. Section I provides: (1) an overview of the extent of state-level graduation rate reporting capabilities and the diversity among these existing data systems; (2) a more technical description of the types of data collected and reported, system designs and other major characteristics; and (3) a discussion of the uses, applications, effectiveness and future plans for these state-level student data systems. Section II provides more detailed information on the development and evolution of student data systems in seven states: Colorado, Florida, Minnesota, North Carolina, New Jersey, Tennessee and Wisconsin. All these states have well-developed student data systems, some of which date back to the early or mid-1970s, all have gone through several stages of system development and have adapted to new types of analysis and reporting requirements as these have emerged. An appendix contains a list of state-level contacts and agencies. (JB)

ED 340 289 HE 025 140

verifying student application data, was poorly targeted to students with error; and certain groups were more likely than others to have an error in their award though these groups were generally not selected for verification more often than others. Changes that could decrease the error rate are simplification of the delivery system and placing more responsibility for quality control on educational institutions. Included are 61 exhibits; in addition, appendixes list student marginal error, variables associated with error, Federal Government costs per dollar of Stafford Loan, and examples of contingency table analysis. (JB)

ED 340 308 HE 025 161

Military Education: Implementation of Recommendations at the Armed Forces Staff College. Report to the Chairman, Panel on Military Education, Committee on Armed Services, House of Representatives.
PUB DATE- 21 Oct 91
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Faculty; Curriculum Development; Faculty Development; Higher Education; Institutional Cooperation; *Military Schools; *Professional Education; Program Evaluation; *Program Implementation; *Program Improvement; Student Evaluation; Student Exchange Programs
IDENTIFIERS- *Armed Forces Staff College VA

This study evaluates the Armed Forces Staff College's implementation of selected recommendations from the April 1989 report of the Panel on Military Education. In particular, this report discusses Phase II officer professional military education (PME) programs taught at the Joint and Combined Staff Officer School in Norfolk, Virginia. The study gathered data through interviews with College officials, examination of documents, and consideration of College methodology. Findings indicated that of the 37 recommendations pertaining to the College, actions had been taken to implement 35 (95 percent), with 22 recommendations fully implemented. Of the 13 partially implemented, and 2 not implemented. Of the 13 partially implemented recommendations, 10 cover areas that are not fully within control of the College and were therefore difficult or impossible to implement. Of the two recommendations not adopted, one involved a student exchange with other service schools. College officials stated that the current arrangements (with members of different services housed together) already effectively contributes to a joint perspective. The other recommendation was a distinguished graduates program which was deemed to be difficult to implement given the current structure of the College. An extensive appendix lists each recommendation with the specific relevant findings. Included are a glossary, a list of related reports, and three tables. (JB)

ED 340 309 HE 025 162

Medical Residents: Options Exist To Make Student Loan Payments Manageable. Report to Congressional Requesters.
PUB DATE- Nov 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Finance; Financial Problems; *Graduate

between 1966 and 1987; (4) the percentage of students who consider themselves "liberal" or "far left" increased for the second straight year (to 25.7 percent from 23.6 percent in 1989); (5) the percentage of freshmen with A or A high school grade point averages reached an all-time high (23.5 percent versus 12.5 percent in 1989); and (6) trends suggest that students are using alcohol and, until recently, cigarettes, much less than in the past. Appendices include the research methodology, the 1991 student information form, a list of institutions participating in the freshman survey, and the precision of the normative data and their comparisons. Appendixes make up half of the document; they present the research methodology, the 1991 Student Information Form, the coding scheme for collapsed items, a list of institutions participating in the freshman survey, an explanation of the precision of the normative data and their comparisons, and a sample of the report furnished to campuses participating in the 1991 Cooperative Institutional Research Program. (GLR)

ED 340 327 HE 025 183

Spaulding, Seth; And Others
Research on Higher Education in Developing Countries: Suggested Agendas and Research Strategies. UNESCO-University of Pittsburgh Forum of Experts on Research on Higher Education (Pittsburgh, Pennsylvania, March 17-19, 1991). Final Report. New Papers on Higher Education. Meeting Documents.
PUB DATE- 91
NOTE- 82p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Change Strategies; College Administration; Conference Papers; Curriculum Research; *Developing Nations; Educational Policy; *Educational Research; Faculty Development; Foreign Countries; Governance; Group Discussion; *Higher Education; Instructional Materials; *Research Needs; Student Development; Teaching Methods

This report presents the papers and meeting documents from a forum of selected, multinational higher education experts who were brought together to examine higher educational issues, the ways of researching them, and the ways of encouraging more research on higher education (with emphasis on developing countries). An overview of the global issues discussed during the Forum and in the working papers appears in chapter 1 of the report. Chapters II, III, and IV present results from three working group sessions that examined the research needed in the following areas: policy; administration, management, and governance systems; curriculum; teaching methods; educational materials and technologies; and student and faculty development and evaluation. In addition, the report presents final-session results wherein all three groups considered implementation strategies for encouraging and supporting the kinds of higher education research they were recommending. Finally, chapter V presents the recommendations for future action by intergovernmental agencies, governments, funding agencies, universities, and their faculty members arising from this session. Annexes include a list of the forum participants; the agenda and working plan for the meeting; and a summarization of the position papers, along with abstracts of the three working papers. Contains an index. (GLR)

ED 340 328 HE 025 184

PUB DATE- Jul 90
NOTE- 139p.; For related reports, see ED 316 190 and IR 015 316-323.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Authoring Aids (Programing); Communications Satellites; Computer Networks; *Distance Education; Educational Environment; Foreign Countries; Higher Education; *Information Technology; Labor Force Development; Postsecondary Education; *Technological Advancement; *Telecommunications
IDENTIFIERS- Electronic Universities; European Communities Commission

This report describes in detail the DELTA (Developing European Learning through Technological Advance) 1990 program, which was designed to address issues related to the use of new emerging technologies in the areas of information technology, telecommunications, and broadcasting, for learning. Six chapters cover the following topics: (1) Background, including the need, the technologies, DELTA preparation, world state of the art in educational technology, impact assessment and forecast, Operation 1992, and the Electronic University; (2) Objectives and Current Status, including a description of the objectives, program technical audit, strategic review, and requirements of the board report; (3) Overview of Program Structure, including the action lines and interactions of action lines; (4) Action Line I--Learning Systems Research, Action Line II--Collaborative Development of Advanced Learning Technology, Action Line III--Testing and Validation of Communications and of Satellite-based Open Facility for Testing, Action Line IV--Interoperability, and Action Line V--Promotion of Favorable Conditions; (5) Management of the Program, including project management and management audit; and (6) Overview of Current Standards in the DELTA Domain, including standards for the learner environment, learner interface, and telecommunications. Appendices contain summaries of DELTA projects; a brief overview of the DELTA preparatory studies; and a list of DELTA contractors in order by country. (DB)

ED 340 345 IR 015 323

TBT: Telecommunications-Based Training in the 90s (DELTA Programme--Action Line III). Proceedings of the Workshop (Madrid, Spain, January 21-22, 1991).
PUB DATE- Jan 91
NOTE- 165p.; For related reports, see ED 316 190 and IR 015 316-322.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communications Satellites; *Computer Assisted Instruction; *Distance Education; Elementary Secondary Education; Foreign Countries; Higher Education; Interaction; Postsecondary Education; Technological Advancement; *Telecommunications; Teleconferencing
IDENTIFIERS- European Communities Commission

This report contains a collection of papers presented at a workshop on telecommunications-based training systems as part of the DELTA (Developing European Learning through Technological Advance) Action Line III, which addressed

(070),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Simulation; Cost Effectiveness; Educational Games; Educational Objectives; Elementary Secondary Education; *Instructional Design; *Instructional Effectiveness; Intermode Differences; Interviews; *Learning Activities; Models; Postsecondary Education; Program Evaluation; *Research and Development; *Simulation; Teaching Methods

The purpose of this report is to communicate findings on current knowledge of simulation design, development, and evaluation. Research on this project was guided by questions posed by the Defense Systems Management College in Fort Belvoir, Virginia. These questions fall into three categories: the constituents of good instructional simulations, the design and development of instructional simulations, and the evaluation and testing of instructional simulations. This work is based on careful review and analysis of the literature on the topic, and is supplemented by interviews with developers and users. Highlights of the report include: (1) emphasis on the need for an empirical approach in simulation design; (2) recommended set of phases for using instructional simulations which can serve as an instructional simulation users guide to increase learning from simulations; (3) comparison of the cost/benefits of simulation compared to other instructional methods; (4) instructional effectiveness of simulations and their fidelity to what is represented; (5) design steps; (6) discussion of the advantages and disadvantages of task, cognitive, or affective analysis during simulation design; (7) overview of instructional effects research; (8) frame or checklist for conducting a content analysis to evaluate the potential of an instructional simulation; and (9) procedures for conducting evaluations of simulation learning. The appendices contain a paper, "Computers in Instructional Simulation" (James E. Snellen and Steven L. Murray); a 116-item bibliography; a copy of the interview form used; and samples of interview reports. (57 references) (DB)

ED 340 363 IR 015 362

Meeting the Government's Technology Challenge: Results of a GAO Symposium.
PUB DATE- Feb 90
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Federal Government; Futures (of Society); Information Management; *Information Technology; Long Range Planning; *Management Information Systems; *Modernization; Organizational Communication; Postsecondary Education; Systems Development; Technological Advancement

In October, 1989, the General Accounting Office sponsored a symposium, "Meeting the Government's Technology Challenge," that brought together leaders from industry and government to explore ways of better using information technology to meet the demands facing the government into the next century. Building on the symposium's results to provide a framework for acquiring and managing information technology, this report presents five principles for effective management of information technology that emerged from the symposium: (1) commitment and vision begin at the top of an organization; (2) partnerships between organizations as well as partnerships within program offices and groups within an organization can help define goals; (3) service to the public should be the primary goal of information searching in other state and federal jurisdictions. A reference guide for searching Ohio Case Law on both systems is appended, as well as a sample WEST key number index, case law examples of the Westlaw synopsis field, and sample Westlaw and Lexis opinions. (8 references) (Author/MAB)

ED 340 383 IR 053 882

Oren, Annette J.
An Exploratory Study of the Nature and Extent of Art Museum Libraries' Services to the Public.
PUB DATE- Apr 91
NOTE- 76p.; Master of Library Science Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; Fine Arts; Futures (of Society); Library Materials; Library Research; *Library Services; Library Surveys; *Museums; *Special Libraries; *User Needs (Information; Users (Information)
IDENTIFIERS- *Art Libraries

A survey was mailed to head librarians at 118 American art museum libraries to determine the nature and extent of their libraries' services to the public. In addition to some baseline demographic information, survey questions focused on: (1) the types of information sought by the public; (2) the degree to which the public is allowed access to the library; (3) the benefits and challenges in serving the public; and (4) the services that could be provided in the future. Based upon a 75% usable return rate, results indicated that most libraries permit access by the public. In addition, a great majority of libraries are willing to answer reference calls from the public. While public use of art museum libraries is usually permitted, it is not actively encouraged. The picture that emerges is one of quiescence. Lack of resources appeared to be the critical reason why services to the public are not more extensive. The data showed inadequate levels of staffing, not enough materials, and a shortage of funds at most American art museum libraries. A copy of the survey questionnaire is appended. (35 references) (Author/DB)

ED 340 384 IR 053 883

Anderson, Pauline H.
Planning School Library Media Facilities.
PUB DATE- 90
NOTE- 266p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Architects; Building Design; Elementary Secondary Education; Facility Case Studies; *Facility Planning; Guidelines; Interprofessional Relationship; *Learning Resources Centers; Librarians; *Library Development; *Library Facilities; Library Role; Needs Assessment; School Libraries; Site Analysis

This manual examines the planning process for building or renovating new library media facilities. It is concerned with building programs, local building and fire codes, design, working with architects, reading blueprints, engineering and mechanical plans, budgets, bids, and change orders. It offers

order to provide indexing access to the individual articles via the text of the abstract.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- College Curriculum; *College Instruction; *College Programs; Community Colleges; *Humanities Instruction; Institutional Characteristics; *Instructional Improvement; *Instructional Innovation; Professional Associations; Program Descriptions; *Teaching Methods; Two Year Colleges
IDENTIFIERS- *Ohio

"OATYC Journal," which is published by the Ohio Association of Two-Year Colleges, is designed as a forum for the exchange of concepts, methods, and findings relevant to the two-year college classroom. Along with commentaries and letters of reaction from the readership, the two issues of volume VI present the following articles: (1) "Focus: Central Ohio Technical College," by Lee Hall; (2) "The S-((s))-S-S Method of Improving Teaching," by Phillip A. Sinclair; (3) "Against Vocationalism: Humanities and Career Education," by Arnold Wilson; (4) "A Proper and Harmonious Use of Systems Analysis," by Ralph C. Simon; (5) "Improved Humanities for Technical Programs!" by Lloyd Monnin; (6) "Issue: Should Patriotism Be Taught in Our Schhols? If So, How Much?" by Howard L. Hurwitz; (7) "Focus: Clark Technical College," by Jack Kramer and Harry Carter; (8) "Man and Moral Behavior: A Traditional Interdisciplinary Course!" by Barbara A. Garwood; (9) "Public Records in Ohio," by James A. Conser; (10) "Technical Education Graduates Have Class," by Richard M. Libby; (11) "The Educational Trek," by Robert D. Klingensmith; (12) "Coping with the Ethics of Decline," by Maurice Arth; (13) "Issue: Should There Be a Limit on Student Enrollment in an Era of Financial Restrictions?" by Mary Ann Fagg and E. Gordon Brooks; and (14) "On-Site Mathematics Course Offered: Opportunity for the Non-Traditional Student," by Charles W. Zimmerman. (UCM)

ED 340 402   JC 900 046

Fullen, James, Ed.
OATYC Journal, Vol. VII, Nos 1-2, Fall 1981-Spring 1982.
PUB DATE- 82
NOTE- 84p.; This journal is being entered into ERIC, one year's worth at time, with "Table of Contents" type abstracts, in order to provide indexing access to the individual articles via the text of the abstract.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- College Curriculum; College Faculty; *College Instruction; College Programs; Community Colleges; *Humanities Instruction; Institutional Characteristics; *Instructional Improvement; *Instructional Innovation; Professional Associations; Program Descriptions; Teacher Evaluation; *Teaching Methods; Two Year Colleges
IDENTIFIERS- *Ohio

"OATYC Journal," which is published by the Ohio Association of Two-Year Colleges, is designed as a forum for the exchange of concepts, methods, and findings relevant to the two-year college classroom. Along with commentaries and letters of reaction from the readership, the two issues of volume VII include the following articles: (1) "Academic Standards for Ohio Two-Year Colleges," by Brian Donnelly; (2) "Focus: Shawnee State Community College," by Sally Schisler; (3) "Role Playing to Effect the Affective Domain," by Robert J. Pond; (4) "The available for check-out, were also used by more than 40% of the responding institutions; (2) both two- and four-year institutions will double the average number of telecommunications technologies used for live instruction between 1991 and 1994; (3) institutions starting distance learning programs after 1991 will be less likely to use public television stations; and (4) 11% of two-year colleges and 40% of four-year institutions stated that off-campus instruction was not part of their mission. Data tables and the survey instrument are included. (PAA)

ED 340 419 JC 920 024

Brock, Dee
Symposium on Telecommunications and the Adult Learner (Washington, D.C., February 14, 1991). Report.
SPONS. AGENCY- American Association of Community and Junior Colleges, Washington, DC. Instructional Telecommunications Consortium.
PUB DATE- 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adult Education; Community Colleges; Curriculum Development; *Distance Education; Educational Planning; *Educational Television; Financial Support; Needs Assessment; Technological Literacy; *Telecommunications; *Telecourses; Two Year Colleges

The purpose of the symposium reported in this document was to define the major needs of technology-based distance education and to recommend appropriate future actions. The 1-day roundtable assembled 40 of the most knowledgeable leaders in the United States and Canada on serving adults' postsecondary learning needs through telecommunication. The proceedings presented in this report are organized in two parts: (1) a summary of the initial presentations and group discussions, focusing on the following five ideas: think strategically; identify learning needs; redefine a television course; raise the level of awareness; and secure new sources of funding; and (2) the commissioned background paper, "Telecommunications and the Adult Learner," by George Willey. The paper discusses televised instruction versus traditional instruction; the mechanics of telecourses, including programs, print materials, and participation by local faculty; problems inherent in telecourses; needs assessment, in terms of adapting courses to television; and telecourse funding. Appendixes list members of the ITC symposium planning committee and symposium presenters and participants. (JMC)

ED 340 420 JC 920 026

Tenore, Elizabeth J.; Dunbar, Shirley E.
One Step Beyond: A Systems Approach to Delivering Individualized Instruction. A Handbook for the Tenore Plan.
PUB DATE- 79
NOTE- 139p.; Published by Berkshire Community Press, Inc., Pittsfield, MA.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

Enrolled in Remedial Writing Courses in Fall 1986 and Remedial Reading Courses in Fall 1987. Year 3.
PUB DATE- Aug 89
NOTE- 119p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Academic Persistence; College Transfer Students; Community Colleges; Comparative Analysis; Followup Studies; *Outcomes of Education; Questionnaires; Reading Instruction; *Remedial Instruction; Student Educational Objectives; Tables (Data); Two Year Colleges; Writing Instruction
IDENTIFIERS- California Community Colleges; Learning Assessment Retention Consortium CA

In 1988, a follow-up study was conducted to describe and evaluate the academic progress of students who had been the subjects of fall 1986 and fall 1987 Learning Assessment Retention Consortium (LARC) student outcomes studies. The study samples included 2,012 students who had completed a remedial writing course at one of 10 participating California community colleges in fall 1986 and 1,581 students who had completed a remedial reading course at one of 17 participating colleges in fall 1987. To conduct the study, information was collected from college records, and 483 students were interviewed over the telephone. Major findings of the study included the following: (1) 85% of the former writing students and 82% of the former reading students persisted at least one semester after the outcomes studies took place; (2) there were substantial differences in semester-to-semester persistence rates among ethnic groups and between students who were successful in the initial remedial course of study and those who were not successful; (4) 45% of the fall 1986 remedial writing students had completed freshman composition by the end of the spring 1988 semester; (5) 20% of the fall 1987 remedial reading students were still enrolled in remedial reading courses in fall 1988; (6) about half of the sample consistently had grade point averages (GPA's) between 2.0 and 2.9, more than one-quarter had GPA's over 2.9, and almost one-quarter had GPA's below 2.0; (7) of the students who had departed the participating community college and who were interviewed, the majority had not re-enrolled at a community or four-year college; and (8) 74% of the former remedial reading students responded in an interview that they were reading more now or finding reading more enjoyable as a result of their class. Appendixes provide data collection instruments, college tables, a chronology of the study, and a background and description of LARC. (Author/JMC)

ED 340 437 JC 920 050

Kessler, Ronald P.; Pezzetti, Greg
The Impact of Reading Ability on Classroom Performance. Rancho Santiago College Research, Planning and Resource Development Report.
PUB DATE- Aug 90
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Analysis of Variance; Community Colleges; Comparative Analysis; Grades (Scholastic);

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Academic Achievement; Adolescents; Children; *Cognitive Development; *Curriculum Development; Dropout Prevention; Elementary Secondary Education; Foreign Countries; Language Acquisition; Oral Language; *Physical Development; Preschool Education; Reading Skills; *School Effectiveness; *Self Concept; *Social Development; Student Motivation; Success; Writing Skills

IDENTIFIERS- Alberta; Canada; Emergent Literacy

This document completes a series of four monographs that comprise a framework for describing children's development through the school years. Each monograph incorporates insights gained through research and practice. As a resource designed primarily for teachers, administrators, and curriculum designers, the document looks at the whole child as a productive learner who integrates the cognitive, social, and physical developmental domains; hence emphasizes the need for providing balanced curriculum and instruction. Language development is discussed in terms of: (1) the process of learning oral language from birth to age six and from age six on; (2) the relationship between language and thought; (3) conditions that facilitate language learning; (4) the process of learning written language through reading and writing; (5) students' attitudes toward literature; and (6) emergent literacy. Research on the relationship between motivation and achievement is reviewed, and several motivational teaching strategies are provided. Dropout prevention is also discussed. The importance of self-image and its link to school achievement is emphasized. School effectiveness is discussed in terms of curricula, teacher effectiveness, supportive classrooms, and materials. It is recommended that learning be viewed as an integrated activity that includes the acquisition of knowledge, skills, and attitudes. Appended are lists of 155 references and 14 Alberta Education documents. (GLR)

ED 340 454   PS 019 832

Summer Food Service Program for Children. 1991 Sponsor's Handbook. (Revised Edition).

PUB DATE- Feb 91

NOTE- 91p.; For Monitor's Handbook and Site Supervisor's Guide, see PS 019 833-834.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Breakfast Programs; *Children; Civil Rights; Federal Aid; *Food Service; Homeless People; Lunch Programs; Migrants; Needs Assessment; *Program Administration; Program Costs; *Program Implementation; Site Selection; Staff Development; *Summer Programs

IDENTIFIERS- Food Preparation; Program Monitoring; *Program Requirements; *Program Sponsorship; Summer Food Service Program

This handbook is a reference for sponsors of food service programs for children during school vacation periods. It is not applicable to academic year operations. Issues relating to planning a food service program are discussed. These include sponsor eligibility, the determination of the need of recipient children, requirements of kinds and amounts of food per meal, The second study concerns the same relationships in younger samples, and the third examines the relationships of maternal behavior and empathy to preschool children's empathy. These studies have yielded findings consistent with the descriptive model that places parental empathy in the context of a matrix of parental child rearing attitudes and behaviors that have a significant influence on the child's adjustment, affective dispositions, and cognitive functioning. The data from these studies indicate that the effects of parental empathy are largely restricted to the effects of maternal empathy on daughters. A new model of empathy and its role in family dynamics is presented, and implications of the findings for training components of the Head Start Program are discussed. Appended are 23 references and related materials. (GLR)

ED 340 474   PS 020 158

Lloyd-Zannini, Linda
Development of a High School Level Child Care Training Curriculum Designed To Enhance Post-Graduation Job Skills.
PUB DATE- 91
NOTE- 59p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Career Education; Child Caregivers; *Child Development; *Day Care; Education Work Relationship; *Field Experience Programs; High Schools; *High School Students; Job Skills; *Job Training; Preschool Curriculum; Preschool Education; Private Schools; *Student Attitudes; Training Methods

This practicum involved the design and implementation of a curriculum that allowed 10 students from a private school to translate the theoretical knowledge gained from a previous child development course into a hands-on experience. This was accomplished through the use of regularly scheduled class sessions and a preschool laboratory, in which the students worked 40 minutes a day, 3 days a week. Different areas of the curriculum were addressed each week, and students were able to apply what they learned in the preschool setting. Although the objectives of the practicum were not met exactly as stated, a pretest and posttest showed overall improvement of students' skills and an attitudinal survey completed by students before and after the course indicated positive changes in student attitudes toward children and a favorable response to the experience. Data from daily observations of students showed that, over time, confidence increased, ability to discipline improved, and guidance techniques became more diversified. Recommendations for improvement of the practicum are provided. Appended are a list of 22 references and related project materials. (GLR)

ED 340 475   PS 020 159

Slavin, Robert E.; And Others
Preventing Early School Failure: What Works? Report No. 26.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- *Academic Achievement; Academic Failure; Class Size;

Program Effectiveness; Public Schools
IDENTIFIERS- *Integrated Services

This paper describes the evaluation of a service delivery model for public school children, in preschool through the second grade, who were at risk for educational failure due to emotional problems. The project involved the design of a formal procedure to foster collaborative efforts between home and school to respond to children's behavior problems. It was hoped that responses to children's problems early in their school careers would prevent the negative spiral that leads to dropout. Interventions based on eco-behavioral principles were used by home visitors who worked in consultation with clinicians. A primary goal of all treatment plans was to enhance parent-teacher communication. Children in the experimental group (n=34) showed overall improvement, as judged by parents, and decreases in targeted problems, as reported by teachers and parents. The program decreased the number of children placed in special education. There were indications that improved communication between home and school was related to academic improvement. The protocol provides a possible consultation model for early intervention for behavior disorders. (Author/GLR)

ED 340 494 PS 020 216

Child Care Currents: A Briefing Paper for Constructing Care Roundtable.
PUB DATE- 28 Nov 90
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Day Care; Elementary Education; Employed Parents; *Employer Supported Day Care; Family Characteristics; *Federal Aid; Mothers; Preschool Education; *Program Costs; *State Aid
IDENTIFIERS- Child Care Legislation

This paper presents an overview of the current status of child care in the United States. It provides a framework for discussing strategies to expand the supply of child care, improve its quality, and make it accessible to all families. Child care is defined, and factors that influence the quality of care are listed. The demand for child care is examined in terms of the changing nature of the American family and the entry of women into the labor force. The demand is met by various types of child care, such as family and center care, or care by relatives. The costs of child care to parents and to providers are discussed. Three chief sources of additional funding for child care programs are listed. The federal government provides assistance through the Social Service Block Grant, Head Start programs, the Child Care Food Program, the Dependent Care Tax Credit, and the Family Support Act. State governments also provide aid to child care; perform the functions of regulation and establishment of child care infrastructures; and encourage child care support through nonbudgetary means. Private employers support child care by offering their employees a host of child care benefits. A 28-item bibliography is provided. (BC)

ED 340 495 PS 020 217

Eichman, Caroline; Reisman, Barbara
Not Too Small To Care: Small Businesses and Child Care. National

second grade teacher's beliefs and practices concerning classroom management during whole language instruction. The study was designed to determine whether the teacher's beliefs concerning classroom management matched those discussed in the early childhood literature and also whether they matched her practices. If it were determined that her beliefs and her practices were not congruent, the effect of this incongruence on her and her students would also be assessed. From data analysis it was concluded that the teacher held strong beliefs about classroom management and that they were similar to those discussed in the early childhood literature, which emphasizes the indoctrination of self-direction in students. Yet her practices appeared to be similar to those discussed in the classroom management literature, which emphasize the teacher's establishment and maintenance of order through academic work. Because of this discrepancy, her students were not becoming self-directed, and this caused her frustration. The teacher felt that she might have to become less nurturing if she became cognizant of the differences between her classroom management beliefs and practices. With time, however, she used her newly found awareness to come up with concrete ways to make her beliefs and practices work for her and not against her. A list of 33 references is appended. (GLR)

ED 340 514 PS 020 257

Miller, Michelle Russell
A Study of the Child Care Dilemma in the Metro Detroit Area.
PUB DATE- Aug 89
NOTE- 70p.; Master's Thesis, Oakland University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrators; *Child Caregivers; *Day Care Centers; Early Childhood Education; Employer Attitudes; Family Day Care; *Needs Assessment; Parent Attitudes; *Parents; Questionnaires
IDENTIFIERS- Caregiver Training; *Child Care Needs; *Michigan (Detroit Metropolitan Area); Program Characteristics

The purpose of this study was to determine the extent to which the child care system in the metropolitan Detroit area is responsive to the needs of families. The study is introduced by a literature review examining current tends and providing a historical overview of child care in the United States. Questionnaires sent to parents of children at eight day care centers assessed parents' needs and family characteristics. Questionnaires sent to directors of 13 day care centers elicited information about program operation. Questionnaires sent to 57 staff members of day care centers assessed factors including staff morale and training. Results from the parent questionnaire indicated that a well-trained staff and the opportunity for children's interaction with peers were the most important issues for parents. The program director questionnaires elicited data on such factors as times of operation of the centers, age groups served, and level of staff training. The staff questionnaire provided data on staff age, education level, and satisfaction with various conditions in the centers. It is concluded that there is a disparity between child care services parents need and those offered by centers in the metropolitan Detroit area. A list of 29 references is provided. Appendixes include copies of the questionnaires used in the study. (BC)

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *American Indian Education; American Indian Reservations; *American Indians; Community Characteristics; *Dropout Characteristics; *Dropout Rate; Extracurricular Activities; Family Characteristics; Grade Point Average; High Schools; *Institutional Characteristics; Sex Differences; *Student Characteristics
IDENTIFIERS- Montana; *Northern Cheyenne Reservation MT

This study was designed to ascertain the dropout rates among American Indian students in three local secondary schools on the Northern Cheyenne reservation in Lame Deer, Montana and to identify factors that contributed to school completion or noncompletion. The researchers collected data on three cohorts of students (1987-89, N=698) from Colstrip public school, St. Labre Catholic school, and Busby tribal school. Data sources were attendance records, transcripts, yearbooks, students files, and information from guidance counselors and other school personnel who had direct contact with the students. Findings on student characteristics and school experiences related to school performance and completion are: (1) Indian students had a higher dropout rate (40%) than non-Indian students (8%); (2) Indian girls dropped out more often than boys; (3) Indian students had lower performance levels than non-Indian students overall; and (4) students who graduated tended to utilize school remedial resources more often, to participate in more extracurricular activities, and to have higher levels of performance. Multivariate analysis of school completion examined influences of residence and gender on choice of schools, grade point average, and dropping out. Comparisons are made by school and gender. This document contains numerous tables and 44 references. (KS)

ED 340 534   RC 018 428

Quinlan, Susan E.
Alaska's Living Tundra. Alaska Wildlife Week, 25-29 April 1988. Unit 6: Primary Teacher's Guide; Upper Elementary Teacher's Guide; Junior/Senior High School Teacher's Guide; Supplement.
PUB DATE- 88
NOTE- 298p.; Posters will not reproduce.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Animals; *Class Activities; *Conservation (Environment); *Ecology; Elementary Secondary Education; Environmental Education; Learning Activities; Lesson Plans; Plants (Botany); Units of Study; *Wildlife
IDENTIFIERS- *Alaska; *Tundra

Despite its cold and barren appearance, Alaska's tundra supports a surprising variety of insects, birds, and mammals. In this document, three teacher's guides (for primary, upper elementary, and junior and senior high schools) and a supplementary resource packet present a comprehensive unit of study on Alaska's living tundra. The five lessons in each guide cover the nature of tundra environments, types of tundra and the organisms present, special survival adaptations of tundra wildlife, interconnections of the tundra ecosystem, and human use of and effects on the tundra. Guides include teacher background information, a glossary, classroom activities, ideas

Hatch, Carol S., Comp.
Directory of Rural Studies Scholars and Educators.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Aug 91
NOTE- 64p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Agriculture; *College Faculty; Community Development; Higher Education; *Researchers; Rural Areas; Rural Development; Rural Economics; *Rural Education; Rural Population; *Rural Sociology

This directory is a compendium of over 600 scholars and educators in a range of disciplines throughout the United States who are actively involved in research or teaching of rural issues. It is intended as a resource for those individuals and for other professionals, providing access to one another and aiding a multi-disciplinary approach to rural issues. Each of the alphabetically arranged entries contains: name; professional affiliation, address and phone number; and specialties. Specialties include rural education, rural development, rural sociology, rural demography, rural economics, local government, water quality, community development, agricultural policy, farm population and employment, Southern and rural history, family, land use, natural resources, and environmental issues. An index of names, arranged by state, is also included. (SV)

ED 340 552 RC 018 463

Velarde, Servando Jose
The American Farmworker Community. Prepared for the Migrant Head Start Resource Center's Health/Disability/Social Service/Parent Involvement Institute (San Antonio, Texas, January 5-10, 1992).
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 92
NOTE- 10p.; Elements of the paper presented at the National Conference on Migrant and Seasonal Farmworkers (Buffalo, NY, April 29-May 2, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Employer Employee Relationship; *Farm Labor; Federal Aid; *Federal Legislation; Financial Support; Job Training; Lobbying; *Migrant Adult Education; Migrant Education; *Migrant Programs; *Migrant Workers; Occupational Safety and Health; *Socioeconomic Influences; Work Environment
IDENTIFIERS- California

The social, cultural and economic issues of America's migrant farmworkers are producing an ever widening gap between the farmworker community and mainstream society. Comprehensive and coordinated efforts by public and private sectors are needed to stabilize the farm labor force and to permanently resolve the migrant farmworkers problems. The efforts should include housing projects, health services, and education programs. Compliance and strict enforcement of existing laws, rather than creating new laws, is needed for the protection of worker health and safety. Educational efforts need to focus on providing migrant farmworkers and their families with academic and vocational instruction that will enable them to choose among alternative ways of living. Migrant education programs, as promulgated in the Adult Education Act, should be funded by Congress. Data are unavailable regarding size, characteristics, or distribution of the population. A centralized information

Education; *Teaching Guides; *Wildlife; Zoology
IDENTIFIERS- *Alaska

Wildlife is often described as one of Alaska's most important and valuable resources. Helping wildlife can take many forms. In this educational packet, a variety of activities are included to help intermediate students understand which human activities help wildlife and which harm wildlife. In addition, suggestions on planning hands-on projects to improve wildlife habitat or to become involved in decisionmaking about Alaskan wildlife issues are included. The activities included in this packet represent adaptations and combinations of activities from past years and from Project Wild under the unit theme "Together, We Can Help Wildlife." The four lessons included in this guide contain background information for teachers, introductory activities and ideas for curriculum integration. Examples of Alaskan food webs and food chains, game pieces, seven sets of instructions for investigating different kinds of wildlife, and "Etiquette for Wildlife Watchers" are included in an appendix. (CW)

ED 340 573 SE 051 282

Sigman, Marilyn, Ed.
Alaska Wildlife Week--Junior/Senior High School Teacher's Guide. Unit 7. Together, We Can Help Wildlife. April 23-29, 1989.
PUB DATE- 89
NOTE- 62p.; For related documents, see SE 051 280-281, SE 051 283.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biological Sciences; Conservation (Environment); Ecology; Environmental Education; Instructional Materials; Learning Activities; *Natural Resources; *Science Activities; Science Education; Secondary Education; *Secondary School Science; *Teaching Guides; *Wildlife; Zoology
IDENTIFIERS- *Alaska

Wildlife is often described as one of Alaska's most important and valuable resources. Helping wildlife can take many forms. In this educational packet, a variety of activities are included to help secondary school students understand which human activities help wildlife and which harm wildlife. In addition, suggestions on planning hands-on projects to improve wildlife habitat or to become involved in decision-making about Alaskan wildlife issues are included. The activities included in this packet represent adaptations and combinations of activities from past years and from Project Wild under the unit theme "Together, We Can Help Wildlife." The four lessons included in this guide contain background information for teachers, introductory activities and ideas for curriculum integration. Examples of Alaskan food webs and food chains, game pieces, seven sets of instructions for investigating different kinds of wildlife, and "Etiquette for Wildlife Watchers" are included in an appendix. (CW)

ED 340 574 SE 051 283

Alaska Wildlife Week--The Brant Game and the Caribou Game. Unit 7. Together, We Can Help Wildlife.
PUB DATE- 89
NOTE- 31p.; For related documents, see SE 051 280-282. Games are reprinted from Alaska Wildlife Week Unit 3.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

general school reform and in math and science education should be concurrent, coordinated efforts. Sections include the following: (1) "The Social Context for a Federal Reform Movement"; (2) "Inadequacies in Pre-College Math and Science Education: A Chronic and Serious Threat to the Nation's Future"; (3) "Assumptions to Guide Federal Strategy and Organization"; (4) "Federal Activities in K-12 Math and Science Education"; (5) "Priority Roles for the Federal Government in Math and Science Education"; (6) "Strengthening the Key Federal Agencies"; (7) "Deciding Administration Policy and Oversight"; and (8) "Building a National Strategy for Improving Math and Science Education." Descriptions of four alternative assignments of federal management responsibility for K-12 math and science education and the reasons they were not recommended are appended. (KR)

ED 340 593   SE 052 443

Education and Training in the Care and Use of Laboratory Animals: A Guide for Developing Institutional Programs.
SPONS. AGENCY- Army Medical Research and Development Command, Washington, D.C.
PUB DATE- 91
NOTE- 144p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Anesthesiology; Animal Caretakers; *Animal Facilities; Animal Husbandry; Higher Education; High Schools; *Laboratory Animals; Laboratory Equipment; *Research; Resource Materials; Science Education; Surgery
IDENTIFIERS- *Dissection

The Committee on Education Programs in Laboratory Animal Science (EPLAS) has prepared this guide to aid institutions in implementing an education and training program that will meet the expectations of the Public Health Service (PHS). This guide was designed to fulfill several purposes. First, it is intended to assist institutional officials and institutional animal care and use committees (IACUCs) in determining the scope and depth of education training programs that will meet both institutional needs and the requirements of the PHS. Second, it is offered as a reference for the person or committee assigned the responsibility for coordinating these programs. Finally, portions of the guide will be useful to those people (content experts) who develop the material to be presented. To accommodate the diverse backgrounds and needs of personnel, the committee has developed a multiphase program. Those topics considered essential elements for all personnel have been arranged into a single introductory module. The next three modules cover specific species, pain-management, and surgery. The next section of the guide contains detailed content outlines of the subjects covered in the four modules. The material in the modules is cross-referenced to appropriate subtopics in this section. Information on the following topics is provided: (1) laws, regulations, and policies that impact on the care and use of animals; (2) ethical and scientific issues; (3) alternatives to dissection; (4) responsibilities of the institution, the animal care and use committee, and the research and veterinary staffs; (5) pain and distress; (6) anesthetics, tranquilizers, analgesics, and neuromuscular

*Elementary School Science; Science Activities; Science Curriculum; Science Education; *Science Instruction; *Textbook Content; *Textbook Evaluation; Textbooks

This paper is based on a portion of the curriculum analysis of elementary science textbooks that was conducted as part of a larger Elementary Subjects Center study of curriculum materials used in literature, mathematics, science, social studies, and the arts. A commonly used elementary science curriculum series, Silver Burdett and Ginn's "Science," was analyzed using a set of framing questions addressing a number of categories including goals, content selection, teacher-student relationships and classroom discourse, activities and assignments, assessment and evaluation, and directions to the teacher. The focus of this paper is on the analysis of the series in terms of content organization and sequencing and content explication. The content organization of the services is described and analyzed from the perspective of students' conceptual development, examining what students are likely to learn about science concepts from the series and how their understandings of concepts are likely to develop within and across grade levels. The analysis shows that the text series lacks sufficient development of three components of conceptual development identified by science education reformers: connectedness among concepts, connectedness to prior knowledge, and usefulness. The authors consider the issue of concept development in light of several practical realities of elementary science instruction and discuss several alternative visions of elementary science curriculum materials. A copy of the framing questions is appended. (29 references) (Author/KR)

ED 340 612   SE 052 554

Bettencourt, Antonio; Petrosini, Michael
The Documenter and the Documented Look at Change through Documentation.
SPONS. AGENCY- Martha Holden Jennings Foundation, Cleveland, Ohio.; Michigan State Univ., East Lansing. Inst. for Research on Teaching.; National Science Foundation, Washington, D.C.
PUB DATE- Apr 91
NOTE- 11p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991). Support also received from the Toledo Community Foundation.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communications; *Documentation; Educational Improvement; *Inservice Teacher Education; Junior High Schools; Mathematics Education; Program Descriptions; *Role Models; Science Activities; *Science Education; *Teaching Methods
IDENTIFIERS- Holmes Group Report

This paper focuses on the question of documentation of the Science and Mathematics Support Teacher Program. A brief historical outline of the program serves to introduce the main sections of the paper where the documentation is described in its goals, activities, and results. This description is made from the points of view of a university researcher and a support teacher. The paper concludes with the importance of documenting both results and processes as well as non-intended outcomes and difficulties. The crucial importance of interpreting the collected documents as the very essence of any documentation effort closes the reflection. (Author) on Social Studies in Schools; New York

There has been a movement in social studies education in recent years to provide greater emphasis on global education. This paper evaluates efforts undertaken in this regard by the states of California and New York and by the National Commission on Social Studies in the Schools. California adopted a History-Social Science Framework for their public schools in July, 1987. The study of history is the linchpin of this K-12 curriculum. A significant amount of time is devoted to world history, with courses taught in grades 6, 7, and 10. In two places, grades 10 and 12, the curriculum focuses on problems and issues of the world today in an open-ended approach. The State of New York's revised social studies curriculum was implemented in stages over the course of the 1980s. While not as far-reaching in its emphasis on global education as California's curriculum, New York's program devotes significant time to developing a global perspective. The main global education thrust of the curriculum is found in grades 9 and 10 under the title of "global studies." The New York program seems to have more of a "citizenship" building and contemporary flavor to it than does California. The National Commission on the Social Studies in the Schools Report, "Charting a Course: Social Studies for the 21st Century," was issued in November 1989. The cornerstone of the report is the 3-year (grades 9-11) world and U.S. history and geography sequence. The goal is to integrate national and historical change to allow students to connect the national past with its larger international setting. However, the report fails to give adequate attention to the contemporary world. (DB)

ED 340 632 SO 021 550

Patrick, John J.
The First Amendment Freedoms of Assembly and Petition: History, Philosophy, and Contemporary Issues.
PUB DATE- May 91
NOTE- 8p.; Paper presented at the Annual Jennings Randolph Forum of the Council for the Advancement of Citizenship (10th, Chevy Chase, MD, May 1-3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizen Participation; Civil Liberties; *Constitutional History; *Constitutional Law; *Democratic Values; Governmental Structure; Laws; *United States History
IDENTIFIERS- *First Amendment; Freedom of Assembly; *United States Constitution

This essay traces the history of the U.S. Constitution's First Amendment freedoms of assembly and petition--the "right of the people peaceably to assemble, and to petition the Government for a redress of grievances." These freedoms had their origins in English law and were included in a number of colonial and then state constitutions prior to their incorporation into the Bill of Rights. The limits of the freedoms of assembly and petition and how the Supreme Court has defined such limits are discussed. The essay raises the question of how to balance the freedoms provided by the First Amendment with the harm that is done by persons claiming to exercise their First Amendment rights when these rights are used to assault the beliefs and sensitivities of vulnerable minorities--racial, ethnic, sexual, religious or whatever they may be. (DB)

ED 340 633 SO 021 569

forces emanating from 1492, Native Americans suffered catastrohpic mortality rates. A 26-item list of references is included. (DB)

ED 340 653   SO 021 915

The Glass Ceiling Initiative. A Report.
PUB DATE- 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Employment; *Business Administration; *Employed Women; *Equal Opportunities (Jobs); Labor Force; Labor Problems; *Managerial Occupations; *Minority Groups; Racial Bias; Racial Composition; Sex Bias; Sex Fairness
IDENTIFIERS- *Glass Ceiling

While minorities and women have made considerable gains in entering the workforce in the last few decades, there remains a dearth of minorities and women at management levels. This phenomenon has come to be known as the "glass ceiling." The Department of Labor defines the glass ceiling as those artificial barriers based on attitudinal or organizational bias that prevent qualified individuals from advancing upwards in their organization into management level positions. In 1989 the Department of Labor set out to investigate the glass ceiling in corporate United States to see if there was a problem, what were the causes, and if there was a problem then how this problem could be fixed. This report presents the findings from the Labor Department's "glass ceiling initiative" to date. The initiative has involved, to date, four separate components: (1) an internal educational effort within the Department of Labor; (2) a pilot study looking at nine individual companies; (3) public awareness to the issue and encouragement of voluntary efforts; and (4) an effort to recognize and reward publicly those companies that are independently removing their own glass ceiling. The pilot study of corporate management is the main focus of this report. Nine Fortune 500 establishments were selected randomly for review. Among the findings that applied to all nine companies, despite the vast organizational and other differences that existed among them, were the following: if there is not a glass ceiling, there is certainly a point beyond which minorities and women have not advanced in some companies. Minorities have plateaued at lower levels of the workforce than women. Monitoring for equal access and opportunity, especially as managers move up the corporate ladder to senior management levels where important decisions are made, was almost never considered a corporate responsibility, or part of the planning for developmental programs and policies. (DB)

ED 340 654   SO 021 942

Quigley, Charles N., Ed.; Bahmueller, Charles, Ed.
Civitas: A Framework for Civic Education.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 91
NOTE- 693p.; National Council for the Social Studies Bulletin No. 86. For related documents, see SO 030 206-208.
LANGUAGE- English
EDRS Price- EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary School Teachers; Elementary Secondary Education; *Employment Opportunities; Employment Patterns; *Employment Projections; Public Schools; *Public School Teachers; Secondary School Teachers; *Teacher Employment; *Teacher Supply and Demand; Teaching (Occupation); Trend Analysis
IDENTIFIERS- *New York; *New York City Board of Education; Projection Research; Provisional Certification

This publication presents projections of classroom teaching positions in Grades K-12 for regular day public schools in New York State for the years 1989-1994. Two basic assumptions underly the projections: (1) the numbers of teachers in all subject areas in the base year 1988-89 were adequate to meet the educational needs of the public schools of the state; and (2) the number of teachers needed is largely determined by the number of students enrolled. The report is organized into three sections, each consisting of three tables. Tables 1-3 display statistics on the classroom teaching force, actual (1985-90) and projected (1989-94); classroom teacher vacancies, actual and projected; and vacancies to be filled by new teachers, actual and projected, for the total state. The same projections are shown in tables 4-6 for the New York City public schools, and for the state exclusive of New York City in tables 7-9. Two appendixes describe methodology, and a third appendix includes the number of provisional teaching certificates issued in selected years from 1968 to 1988. (LL)

ED 340 674 SP 033 470

Wright, Audrey E.; Van Decar, Patricia
Implementing Global Education in the Elementary School: Getting Teachers beyond Lists of Goals.
PUB DATE- 90
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cross Cultural Training; *Cultural Awareness; Culture; Elementary Education; Elementary School Curriculum; *Global Approach; Graduate Students; Higher Education; Inservice Teacher Education; *Interdisciplinary Approach; *Teacher Attitudes; Teacher Characteristics; Teaching Methods
IDENTIFIERS- *Cross Cultural Teaching; *Global Education

Four groups of midwestern teachers (N=103) enrolled in graduate courses in elementary curriculum and comparative education were asked to register their degree of support for a list of goals of global education. Most teachers registered support for the goals but had little to offer in the way of implementation of the goals in their own classrooms. A process was initiated with these inservice teachers to: get teachers to value global education and incorporate it into classroom time when possible; and give teachers confidence in their ability to teach with a global approach, to select materials for understanding other cultures, and to identify opportunities to infuse a global perspective into the entire elementary curriculum. Steps in the process included: (1) finding out what the teachers were already doing; (2) identifying key features of their own culture(s); (3) imposing a structure on culture through categorization by economics, educational systems, family, intended to develop students' abilities to create and evaluate ideas, processes, experiences, and objects; (4) technological literacy, which is concerned with improving students' understandings of how technological systems are integral parts of social systems; (5) personal and social values and skills, which include the personal, moral, social, and cultural aspects of each school subject and of the school environment; and (6) independent learning, which focuses on creation of opportunities and experiences necessary for students to become capable, self-reliant, self-motivated, and life-long learners. (LL)

ED 340 694 SP 033 508

The Pupil Nondiscrimination Guidelines for Athletics. Implementing Section 118.13 of the Wisconsin Statutes and PI 9 of the Wisconsin Administrative Code. Revised.
PUB DATE- Jun 91
NOTE- 74p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Civil Rights Legislation; Elementary Secondary Education; *Equal Education; Equal Facilities; *Extramural Athletics; Females; Guidelines; Males; *Nondiscriminatory Education; Sex Discrimination; *Sex Fairness; *State Legislation; *Student Rights
IDENTIFIERS- Discrimination Complaints; Grove City College v Bell; *Wisconsin

This guide is designed to assist schools in fully implementing Wisconsin's pupil nondiscrimination guidelines which provide equal educational opportunity for all of its students. The guidelines focus on discrimination problems in interscholastic athletics and are based on sex equity. Following a foreword and acknowledgements, the document is organized into six sections: an overview; a philosophy; the Administrative Rule; additional definitions of terms; attaining the goals of equity in athletics; and questions and answers. Fifteen appendixes are included: (1) Providing Cheerleaders for Both Boys' and Girls' Sports; (2) School Responsibility if a Complaint Is Filed under the Pupil Nondiscrimination Law; (3) Sample Discrimination Complaint Procedure; (4) Sample Discrimination Complaint Form; (5) WIAA Comparable Sports; (6) Student Interest Surveys; (7) Sample Student Athletic Interest Form; (8) WIAA Constitution; (9) WIAA Bylaws; (10) WIAA Rules of Eligibility; (11) WIAA Due Process Procedure; (12) 1989-90 Audiovisual Aids Request Form from WIAA; (13) Audiovisual Materials Available from DPI; (14) Resources; and (15) Section 118.13 Wisconsin Statutes. (LL)

ED 340 695 SP 033 509

Overby, Lynette Young, Ed.; And Others
Early Childhood Creative Arts. Proceedings of the International Conference on Early Childhood Creative Arts (Los Angeles, California, December 6-9, 1990).
PUB DATE- 91
NOTE- 281p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)

TOEFL Test and Score Manual, 1990-91.
PUB DATE- 90
NOTE- 44p.; An errata slip, following the cover, corrects Tables 9 and 10.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Entrance Examinations; *English (Second Language); *Essay Tests; Expressive Language; Foreign Students; Higher Education; *Listening Comprehension Tests; *Reading Comprehension; Scoring; Student Placement; Testing Programs; Test Interpretation; Test Manuals; Vocabulary Skills; *Writing Tests
IDENTIFIERS- *English Placement Tests; *Test of English as a Foreign Language; Test of Written English

This manual has been prepared for those responsible for interpreting scores on the Test of English as a Foreign Language (TOEFL). In addition to test interpretation information, the manual describes the test, explains the TOEFL program, and discusses program research activities. The TOEFL was developed in 1963 to test the English-language proficiency of those wanting to study at colleges and universities in the United States. The TOEFL consists of the following sections: (1) listening comprehension; (2) structure and written expression; and (3) vocabulary and reading comprehension. A direct assessment of writing proficiency, the Test of Written English, is a required section of the TOEFL; it is a 30-minute essay test that demonstrates a student's ability to organize ideas on paper. Test questions are written by language specialists, members of the TOEFL Committee of Examiners, and test specialists with the Educational Testing Service (ETS), which administers the TOEFL program. The TOEFL program provides 12 possible test dates each year, although actual administrations vary in a given area. Tests and scores are reported by ETS. Institutions can use the TOEFL for internal placement and assessment purposes. Following an overview of the program, this manual contains information on testing; test results; use of TOEFL scores; performance of reference groups; statistical characteristics of the test; and other TOEFL programs, procedures, publications, and services. A 34-item list of references and 19 data tables are included. (SLD)

ED 340 715   TM 017 396

1990-91 Bulletin of Information for TOEFL and TSE.
PUB DATE- 90
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advance Organizers; Bulletins; *College Entrance Examinations; *English (Second Language); Foreign Students; Higher Education; Language Skills; Limited English Speaking; *Listening Comprehension Tests; Multiple Choice Tests; *Reading Comprehension; Student Placement; Testing Programs; Test

stakes test does not generalize well to other tests for which students have not been specifically prepared. Evidence in reading is less consistent, but suggests weaknesses in generalizing in some instances. Even the preliminary results presented in this paper provide a serious criticism of test-based accountability and raise concerns about the effects of high-stakes testing on instruction. Teachers in this district evidently focus on content specific to the test used for accountability rather than trying to improve achievement in the broader, more desirable sense. Five references are listed, and four tables of study data and six illustrative figures are included. (SLD)

ED 340 731   TM 017 778

Kreft, Ita G. G.; And Others
Comparing Four Different Statistical Packages for Hierarchical Linear Regression: GENMOD, HLM, ML2, and VARCL.
SPONS. AGENCY- Institute for Educational Research in the Netherlands (SVO), The Hague.
PUB DATE- Feb 90
NOTE- 112p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Computer Software; Computer Software Evaluation; Educational Assessment; Elementary Education; Equations (Mathematics); Foreign Countries; *Mathematical Models; *Regression (Statistics)
IDENTIFIERS- GENMOD Computer Program; *Hierarchical Linear Modeling; HLM Computer Program; ML2 Computer Program; Nested Data; Netherlands; VARCL Computer Program

An overview is given of the available statistical theory and software for analyzing hierarchically nested data. Programs are evaluated, and general techniques are proposed to analyze data from several domains. This research is part of a larger project to evaluate elementary education in the Netherlands. The models discussed are the random coefficient models, the hierarchical mixed linear models, and the multilevel linear models. The abstract characteristics of the three classes of models and the systematic treatment of random and non-random parts of each class are described. Transformation of the models and the likelihood function are considered. The following four computer programs, using various types of algorithms, are discussed: (1) GENMOD; (2) HLM; (3) ML2; and (4) VARCL. Each is compared for design, implementation, performance and results, and ease of use. To overcome some of the disadvantages of these techniques, a new program, MULTIPATH, is proposed for a more general approach to the analysis of data from different domains. Thirteen data tables and a 61-item list of references are included. (SLD)

ED 340 732   TM 017 779

Characteristics of New York State's Eighth Grade Students from the National Education Longitudinal Study of 1988.
PUB DATE- 91
NOTE- 108p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Black Students; *Grade 8; *High Risk Students; Hispanic Americans; Junior High Schools;

Nettles, Michael T.
Assessing Progress in Minority Access and Achievement in American Higher Education. ECS Working Papers: State Policy and Assessment in Higher Education.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 91
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Access to Education; College Outcomes Assessment; *Educational Assessment; *Educational Attainment; Educational Quality; Enrollment Projections; *Higher Education; Institutional Characteristics; Institutional Environment; *Institutional Evaluation; *Minority Groups; Program Evaluation; School Holding Power; Student Characteristics

This paper advances the perspective that more frequent and comprehensive assessments, and more frequent and complete evaluations of college and university programs, are essential if colleges and universities are to improve minority access and achievement. Without denying the need to create new sources of data and information for measuring achievement in higher education, this study relied upon existing sources, many of them under-used. In order to begin assessing the pool of minority college candidates, forecasts of future enrollments and characteristics of prospective students are reviewed including the current growth rate of minority populations and current indicators of various groups' educational preparedness. A discussion of institutional climate (student attitudes, behaviors and experiences and institutional programs, practices and policies) and its contribution to student and institutional outcomes are also discussed with data indicating that these factors consistently play an important role in minority success. A further discussion of the measurement of student outcomes and their use in assessment is included. A conclusion examines the tension between greater access and college and university quality and the place of assessment overall in institutional action to increase minority success in higher education. Included are eight tables and 60 references. (JB)

ED 340 290 HE 025 141

Fiscal Indicators for Postsecondary Education in New York State 1984-85 through 1988-89.
PUB DATE- Aug 91
NOTE- 97p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Costs; *Data; *Educational Finance; Engineering Education; *Higher Education; Income; Medical Schools; Nursing Education; Private Colleges; State Aid; State Colleges; State Universities; Statistical Data; Two Year Colleges; Vocational Schools
IDENTIFIERS- Bundy Aid Program; City University of New York; *New York; State University of New York

This report presents financial data for higher education in New York State for 1984-85 through 1988-89. Section I provides a general overview of State fiscal support over 5 years in total dollars and as a proportion of total State revenues. Section II focuses on amounts and shares of institutional revenue from all sources, restricted and unrestricted funds combined. Section

Medical Students; Higher Education; Loan Default; *Loan
Repayment; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Stafford Student Loan Program

A study was done to evaluate the ability of medical residents to repay their Stafford loan educational debt with a repayment deferment limit of 2 years. Using data on 1990 medical school graduates, the study compared medical residents' educational debt burdens to a financial hardship indicator keyed to loan default prevention. Results indicated that requiring medical residents to begin repaying their Stafford loans could cause them financial hardship. Third- and fifth-year residents would use about 17 and 18 percent of their gross income to meet student loans obligations, exceeding the 10 percent considered to be unmanageable. In addition, the study found that residents could make their loan debt more manageable by exercising debt relief options such as obtaining forbearance of principal and interest for Stafford loans. Complete forbearance on Stafford loans would reduce debt burdens to 4 and 7 percent, reflecting student loan payments other than Stafford and comparable with those incurred by nonmedical borrowers. As lenders are currently not required to provide residents complete forbearance, the U.S. Department of Education plans to revise regulations to require lenders to honor such requests for complete forbearance. Appendixes contain the bulk of the report, with sections on methodology, three tables displaying the results, and a list of contributors to the report. (JB)

ED 340 310 HE 025 163

Perkins Student Loans: Options That Could Make the Program More Financially Independent. Report to Congressional Requesters.
PUB DATE- Dec 91
NOTE- 51p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Finance; *Eligibility; Federal
Programs; Federal Regulation; *Financial Policy; Financial
Problems; Higher Education; *Loan Default; Loan Repayment;
Postsecondary Education; Student Financial Aid; *Student Loan
Programs
IDENTIFIERS- *Perkins Loan Program

This study reviews the financial soundness of the Perkins Loan Program, a federal program that provides low-interest loans to financially needy students through postsecondary institutions, and identifies ways to make the Perkins program less financially dependent on additional federal appropriations to cover operating costs and default losses. Results found that of the 3,230 participating schools, 419 (13 percent) had Perkins program revolving funds in which the income from repayment and interest exceeded operating costs and losses. For the remaining schools, the program's costs and losses exceeded their funds' income by a cumulative total of about $1.05 billion, requiring new federal and school capital contributions. Schools with high default rates have avoided funding restrictions by assigning their defaulted loans to the U.S. Department of Education (ED) and so have retained funding eligibility under the current formula. The study found that using a default rate formula that included assigned loans would more effectively limit the continued funding of schools with high default rates; this, in turn, would reduce the program's default costs. Other cost-reduction and revenue-generating alternatives include delaying loan disbursement and raising the loan interest rate. Ten tables and two figures are included and, in the appendixes,

Robinson, Patricia Webster
The Development of a Core Curriculum Outcomes Assessment Plan for Brenau Women's College.
PUB DATE- Oct 91
NOTE- 261p.; Ed.D Dissertation, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *College Outcomes Assessment; *Core Curriculum; *Curriculum Evaluation; *Evaluation Methods; Formativeevaluation; Higher Education; Institutional Evaluation; Institutional Mission; Interviews; Literature Reviews; Program Development; Program Effectiveness; *Program Evaluation; Research Methodology; School Effectiveness; Single Sex Colleges; Summative Evaluation; *Womens Education
IDENTIFIERS- Brenau College GA

This paper presents results and recommendations from a literature review, the purpose of which was to: (1) find the best structure and content for a core curricular assessment plan at Brenau Women's College (Georgia); and (2) determine a reasonable evaluation plan of the core curricular assessment plan once it is implemented. The literature also sought to trace the evolution of the outcomes assessment movement, locate literature on the Southern Association's institutional effectiveness criteria, and determine the current practices among five other institutions. Additionally, Brenau records were examined to determine the college's current direction. An assessment plan was developed that ultimately contained a goal statement, nine assumptions, eight assessment elements, and a plan for both formative and summative evaluation of the plan. It was also determined that the plan appeared to respond to the college's mission. The literature review concluded that an assessment should have both external accountability and internal improvement foci; that there is no single correct approach; that predictable pitfalls require attention; and that standardized testing and portfolio assessment has both advantages and disadvantages. Recommendations are presented. Appendices include the taxonomy of outcomes for the college core curriculum, interview questions and summaries, and Brenau's core curriculum assessment plan. Contains a 108-item bibliography. (GLR)

ED 340 329 HE 025 185

Anderson, Richard E., Ed.; Meyerson, Joel W., Ed.
Productivity & Higher Education: Improving the Effectiveness of Faculty, Facilities, and Financial Resources.
PUB DATE- 92
NOTE- 134p.; Recommendations from the Forum for College Financing Symposium on Productivity in Higher Education.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administration; College Faculty; Economic Factors; *Educational Economics; Efficiency; Facilities; *Higher Education; Money Management; Operating Expenses; *Organizational Effectiveness; Privatization; *Productivity; Research and Development; Resource Allocation; Services;

research in telecommunications for open and distance education. The following presentations are included: (1) "Opening Addresses" (Jose Caballero Guerrero and Francisco Martinez Martinez); (2) "R&D on Telematics Systems for Flexible and Distance Learning" (Luis Rosello); (3) "Telecom Systems for Training" (Jacques Babot); (4) "EPOS: Building a Working Open Learning Service" (Richard Walker); (5) "Education via Satellite: Technology in the Boardroom and in the Classroom" (Polly Rash); (6) "Corporate Training by Advanced Telecommunications" (Friedrich von Stachelsky); (7) "Telecommunication Based Training, OLE Project" (Mette Ringstet); (8) "The Open Laboratory for New Learning Approaches" (Enrico Rovida); (9) "IBM Distance Learning Developments Using Video-Conferencing" (Barry Scott and Jesus Rueda); (10) "Somewhere, over the Rainbow...On Satellites, Distance Education, and EuroPACE" (Soren Nipper); (11) "Options for EUROSTEP" (Johan van Heddegem); (12) "Satellite Medical Education and Data Transfer: Opportunities and Pitfalls" (Paul R. Grob); (13) "Pan European Interactive Satellite Communication for Distance Learning" (Medhi Nouri and Paul Bacsich); (14) "Overview of CAPTIVE" (David Gordon Jameson); and (15) "Looking to the Future: Options for Development of Channel e: the European Educational Television Broadcasting Service on Astra Satellite" (Philip Crookes). Round table discussions and closing addresses are also included and lists of board members and participants and a program agenda are appended. (DB)

ED 340 346   IR 015 324

Barker, Dan L.
Gender Differences between Graphical User Interfaces and Command Line Interfaces in Computer Instruction.
PUB DATE- Oct 91
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Comparative Analysis; *Computer Assisted Instruction; Computer Science Education; Higher Education; *Input Output Devices; *Intermode Differences; *Man Machine Systems; *Sex Differences
IDENTIFIERS- *Graphical User Interfaces

This study focused primarily on two types of computer interfaces and the differences in academic performance that resulted from their use; it was secondarily designed to examine gender differences that may have existed before and after any change in interface. Much of the basic research in computer use was conducted with command line interface (CLI) based computers and their Video Display Terminal based relatives that use the keyboard as their primary and often only initial input device. Today, graphical interfaces (GUIs), with the mouse or light-pen as the primary interface device, are becoming the rule in computer use. Thus, the question arises whether research on learning completed with command line interfaces is transferable to the graphical interface situation. Any changes of interface could have significant effects on how users use and how easily they can learn to use computers. The change from CLI to GUI also encompasses a change from the more abstract representations of actions to a more concrete representation both in file manipulation and information preparation and presentation. The final grades of students enrolled in either of two introductory computer science classes were analyzed from the fall semester of 1987 through the fall semester of 1990.

technology use; (4) a clear, flexible structure should support this primary goal; and (5) continuity of highly qualified technical staff is critical to successfully building information systems. The challenge of meeting this goal will require that federal leaders empower information management officials, encourage the formation of partnerships, provide a clear direction to the Congress, adopt a modular approach to developing major information systems, explore ways of professionalizing the field of information resources management, and foster continuity through the use of long-term plans. Biographies of industry and congressional speakers, a list of symposium panelists, and a list of major contributors to this report are appended. (MB)

ED 340 364 IR 053 725

Library Management Institute: Final Performance Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 91
NOTE- 345p.; Some pages in the appendixes may not reproduce well.
LANGUAGE- English; Spanish
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Employer Employee Relationship; *Institutes (Training Programs); *Library Administration; *Library Education; Management Development; Postsecondary Education; *Professional Continuing Education; *Supervisory Training
IDENTIFIERS- *University of Puerto Rico Ponce Technl Univ Coll

Sponsored by the Department of Education under Title II-B, Library Career Training Institute, Ponce Technical University College's Library Management Institute was intended to improve the supervisory skills of 30 librarians of the University of Puerto Rico's Regional Colleges Administration. The institute consisted of eight continuing education courses from the Association of College and Research Libraries (ACRL); these courses focused on management theories and skills, specific communication skills, methods of supervising student assistants, ways of resolving conflicts while being aware of the possible benefits of conflict, time management skills, ways to increase the effectiveness of meetings, alternatives to performance evaluations, and ways to prepare staff for changes in the library. The use of previously designed courses was a unique aspect of the project and significantly reduced development costs. This report provides general data on the project, a narrative report, a financial status report, and 17 appendices. The appendices, which make up the bulk of the report, contain correspondence about the institute; a brochure describing the institute; an application for participation and a letter of acceptance; copies of contracts for professional services (in Spanish); the course schedule; lists of participants in various activities; an announcement of the institute in various publications in both English and Spanish; copies of course evaluation and follow-up evaluation questionnaires; and detailed analyses of the responses to the questionnaires. (MAB)

ED 340 365 IR 053 857

Barnhart, Linda A.
The Librarian's Stereotyped Image in Mystery Novels, 1980-1990: Has the Image Changed?

help with such sensitive issues as the politics of planning, the assessment of needs and options, and working with the many committees and groups who must be involved; and covers all aspects, from getting administrative commitment to completing the job. Four case studies are presented which exemplify different kinds of situations, one of which is the renovation for an audiovisual (AV) complex. The book is divided into six chapters: (1) "The Politics of Planning"; (2) "The Needs and the Options: Preplanning"; (3) "Developing the Planning Process"; (4) "From Commitment to Design"; (5) "From Design to Construction"; and (6) "From Construction to the Move." An index and the following appendixes conclude the book: (1) typical library media specialist questions and answers; (2) library media center space facilities guidelines; and (3) descriptions of the automation selection process and the online searching process. (19 selected readings) (MAB)

ED 340 385 IR 053 884

Ochs, Mary; And Others
Assessing the Value of an Information Literacy Program.
SPONS. AGENCY- American Library Association, Chicago, Ill.
PUB DATE- Oct 91
NOTE- 105p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Libraries; College Outcomes Assessment; Competence; *Employment Qualifications; Graduate Surveys; Higher Education; *Information Management; *Library Instruction; Occupational Surveys; Program Evaluation; *Research Skills; Technological Literacy; *Undergraduate Students
IDENTIFIERS- Cornell University NY; *Information Literacy

This is the final report of a 2-year project that evaluated a formal information literacy instruction program at Cornell University's Mann Library (New York). An evaluation study surveyed graduates of Mann Library's instruction program to determine which skills were retained by students and were useful in their careers after graduation; in addition, employers of Cornell graduates were surveyed to identify which information skills and knowledge are desirable in an entry-level employee. This report presents information on the history and background leading to the need for the evaluation study, and describes the results of a review of the literature of information literacy, information management instruction, and instruction evaluation programs. It defines the goals of this evaluation study, describes the methodology used, and presents results of the two surveys. It is noted that the questionnaires developed for this purpose were not skill tests, but identified major information literacy skills and knowledge needed by college graduates in business and finance. The conclusion discusses the implications of survey results for future program content and evaluation efforts. The following appendixes are provided: the survey instruments and their results; comments from businesses and recent graduates; and the goals and competencies specified by the Mann Library Information Literacy Program. (99 references) (MAB)

ED 340 386 IR 053 886

Library Space Standards at the California State University. A

Staff Development Program: An Institutional Resource for Program Evaluation," by Timothy D. Nolan; (5) "Creative and Participatory Management in Higher Education: The Mandate for the 80's," by Cash J. Kowalski and J. Richard Bryson; (6) "Evaluations Can Isolate Teaching from Learning," by Neal Whitman; (7) "Issue: To What Extent Should a Two-Year College Advertise for Students in an Era of Financial Restraint?" by Robert C. Barr and Kenneth H. Hahn; (8) "The Trumbull Campus of Kent State University," by Joanne L. Matika; (9) "The Role of the Division Chairman in Technical Education," by Robert J. Pond; (10) "Responding to the Challenges of General Education in the Two-Year College," by William W. Miller; (11) "Issue: When the "Tech Monies Are Low, Are the Humanities the First to Go?" by Richard Libby, Lloyd Monnin, Norval Walker, and Daniel LaVista; (12) "The DACUM Process," by Jack Harris and Vickie Perfect; and (13) "Improving Faculty Evaluation Systems," by Peter Seldin. (UCM)

ED 340 403 JC 900 047

Fullen, James, Ed.
OATYC Journal, Vol. VIII, Nos. 1-2, Fall 1982-Spring 1983.
PUB DATE- 83
NOTE- 84p.; This journal is being entered into ERIC, one year's worth at a time, with "Table of Contents" type abstracts, in order to provide indexing access to the individual articles via the text of the abstract.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- College Faculty; *College Instruction; College Programs; Community Colleges; *Educational Technology; Institutional Characteristics; *Instructional Improvement; *Instructional Innovation; Part Time Faculty; Professional Associations; Program Descriptions; *Remedial Instruction; Teacher Evaluation; *Teaching Methods; Two Year Colleges
IDENTIFIERS- *Ohio

"OATYC Journal," which is published by the Ohio Association of Two-Year Colleges, is designed as a forum for the exchange of concepts, methods, and findings relevant to the two-year college classroom. Along with commentaries and letters of reaction from the readership, the two issues of volume VIII include the following articles: (1) "Focus: Stark Technical College--Tomorrow's Future," by Katie Anderson; (2) "A Recruiting Opportunity for Two-Year Colleges," by Glenn Bayless and Phyllis Thompson; (3) "Part-Time Faculty in the Two-Year College," by Mary Anne Oestreich; (4) "Our Fascination with Electronic Technology is Myopic and Quintessentially American," by Paul Connolly; (5) "Part-Time Faculty: Some Suggestions of Policy," by Howard P. Tuckman; (6) "Issue: Should Part-Time Faculty Be Granted Fringe Benefits? And If So, What Benefits?" by Joann Wiblin and Joseph Brannon; (7) "Use of Micro-Computers in Engineering Technology Instruction," by Monty Coffin; (8) "Focus: North Central Technical College: A Comprehensive Planning Process," by G. M. Rustad; (9) summaries of the 1982 OATYC conference presentations; (10) "High Tech, Higher Education, and Ohio," by Robert Klingensmith; (11) "Developmental Education: A State Perspective," by Elaine H. Hairston; (12) "Issue: What Is the Role of Developmental Education on Ohio's Two-Year College Campuses?" by Benjamin McKeever and Phyllis E. Thompson; and (13) "What Works Best in Developmental Education," by Mary Lou Conlin. (UCM)

ED 340 404 JC 900 048

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Colleges; Educational Innovation; English Instruction; *Individualized Instruction; *Instructional Systems; Learning Laboratories; Mathematics Instruction; Models; *Program Development; Remedial Instruction; *Systems Approach; Two Year Colleges
IDENTIFIERS- Bunker Hill Community College MA; *Tenore Plan MA

At Bunker Hill Community College (BHCC) in Massachusetts, the Learning Center is the heart of the college's instructional program. The Center houses programs for credit at all academic levels, including some classroom work for 40% of the faculty. The Center is a delivery system for individualized, personalized curriculum at both remedial and college levels based on mastery-learning concepts. Designed to assist other colleges in developing a learning center based on the BHCC model, this handbook considers the history, theoretical underpinnings, and methods of the Center and offers guidance for program replication. The handbook's 10 chapters cover: (1) the background and history of the Center; (2) the various learning theories in which Center activities are grounded, including reinforcement theory, self-paced, modular instruction, a systems approach, and Bloom's taxonomy of learning objectives, and theories about learning and cognitive styles; (3) the Center's delivery system for individualized, personalized instruction, which includes diagnosis of entry-level behavior and ability, careful prescriptions of learning sequences which start where the student is and are sequenced to his/her final educational goal, and identification of each student's preferred learning style; (4) individualizing English instruction for inner-city students with poor academic preparation; (5) using simulation games, such as SIMSOC (which allows students to set up and control their own society), as the core of a growing curriculum for nontraditional learners; (6) integrating mathematics; (7) beginning a center; (8) getting the faculty involved; and (9) marketing adult education through the use of individualized instruction. (JMC)

ED 340 421 JC 920 027

Boese, Larry; Briggs, Linda
A Study of Student Characteristics Contributing to Success and Progression through SCC's English Skills Course Sequence.
PUB DATE- Oct 91
NOTE- 61p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Community Colleges; *Developmental Programs; *English Curriculum; Freshman Composition; Income; Interviews; *Predictor Variables; Questionnaires; Remedial Instruction; *Student Attitudes; *Student Characteristics; Student Educational Objectives; Student Motivation; Tables (Data); Two Year Colleges

In 1991, a study was conducted to determine which student characteristics contributed to success and progression through the English skills course sequence at Sacramento City College. The 371 students in the study were enrolled in selected remedial/developmental English classes or in College Composition (English 1A) at the beginning of spring 1991. All students were asked to complete a questionnaire in class, and in-depth interviews were conducted with 21 students enrolled in

Predictor Variables; Reading Ability; *Reading Skills; Student Characteristics; Teaching Styles; *Test Results; Two Year Colleges; *Two Year College Students

In spring 1990, a study was conducted of students in six Psychology classes taught by three instructors at Rancho Santiago College (RSC) to assess the impact of reading ability on exam performance. Students who volunteered for the study were administered the Nelson-Denny reading test. Those scoring below the 10th grade level were designated as "low-skill readers," while those scoring above the 10th grade level were considered "high-skill readers." Student demographic data and information on employment and enrollment status were also obtained. Class performance was measured by the scores received on the major exams given during the semester, and outcomes were assessed separately for the three instructors. Study findings included the following: (1) 73% of the 120 students identified as high-skill readers and 64% of the 55 low-skill readers persisted to the end of the semester; (2) no relationship was found between exam performance and students' gender, hours worked, or returning versus new student status; (3) on the first of four exams of the semester, the better readers scored about 12% higher than the low-level readers; (4) by the last exam of the semester, the high-level readers scored 7% to 8% higher than the low-level readers; and (5) while the instructors used the same textbooks and exams, the "reading factor" did not influence performance consistently across instructors, though better readers performed better on tests than the poorer readers regardless of instructor. (PAA)

ED 340 438 JC 920 051

The Academy for Community College Leadership Advancement, Innovation, and Modeling (ACCLAIM): Abstract.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Jan 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Role; College School Cooperation; *Community Colleges; *Community Programs; Doctoral Degrees; Higher Education; *Leadership Training; *Management Development; *Postsecondary Education as a Field of Study; Professional Continuing Education; Program Descriptions; Program Implementation; Regional Programs; *School Community Relationship; Two Year Colleges

The Academy for Community College Leadership, Innovation, and Modeling (ACCLAIM) is a 3-year pilot project funded by the W. K. Kellogg Foundation, North Carolina State University (NCSU), and the community college systems of Maryland, Virginia, South Carolina, and North Carolina. ACCLAIM's purpose is to help the region's community colleges assume a leadership role in community-based programming and in effecting collaboration among community leaders and organizations to identify and seek solutions to critical concerns. The program has four main components: (1) a continuing education program for community college presidents, administrators, faculty, governance officials, and other community leaders; (2) a doctoral degree program in community college leadership; (3) the development and dissemination of program materials, guides, and aids focusing on strategic planning, environmental scanning, mapping of community college publics, community leader identification and involvement, networking, needs assessment, coalition choice of a site, and staff duties. Issues relating to administering programs are also discussed. These include the training of personnel, compliance with civil rights legislation, methods of cost reimbursement payments to sponsors, and recordkeeping requirements. For those sponsors that decide to contract with a food service management company, suggestions for selecting a company are given, and considerations of program operations are examined. Special issues relating to the operation of camp food service program are discussed. A reference section contains samples of various worksheets, agreements, and forms. (BC)

ED 340 455 PS 019 833

Summer Food Service Program for Children. 1991 Monitor's Handbook. (Revised Edition).
PUB DATE- Feb 91
NOTE- 23p.; For Sponsor's Handbook and Site Supervisor's Guide, see PS 019 832 and PS 019 834.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Breakfast Programs; *Food Service; Lunch Programs; Nutrition; *Program Evaluation; *Program Implementation; Recordkeeping; *Summer Programs
IDENTIFIERS- Food Preparation; *Program Monitoring; Program Requirements; Program Sponsorship; *Summer Food Service Program

This handbook gives those who monitor food service sites a work knowledge of their duties and responsibilities as representatives of sponsors in the Summer Food Service Program (SFSP). The organizational structure of the SFSP and the training of monitors are reviewed. The responsibilities of visiting sites and checking site operations are discussed. A procedure for conducting a site review is delineated. The forms which must be completed by monitors and site personnel are described. Monitors are required to check meals at each site to see that the requirements for well-balanced and nutritious meals are being met. Those requirements are listed for each meal. Sample copies of two Monitor Site Review Forms and a Beneficiary Data Form are included. (BC)

ED 340 456 PS 019 834

Summer Food Service Program for Children. 1991 Site Supervisor's Guide. (Revised Edition).
PUB DATE- Feb 91
NOTE- 14p.; For Monitor's Handbook and Sponsor's Handbook, see PS 019 832-833.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Breakfast Programs; *Food Service; Lunch Programs; Nutrition; Orientation; Program Administration; *Program Implementation; Recordkeeping; *Summer Programs; *Supervisors; Supervisory Training
IDENTIFIERS- Food Preparation; Program Sponsorship; *Summer Food Service Program

This handbook describes the duties of the supervisor of a food

*Disadvantaged Youth; *Early Intervention; *Early Reading; Educational Media; Grade 1; Grade Repetition; Kindergarten; Low Income; Preschool Education; *Prevention; Primary Education; *Reading Failure; Teacher Aides; Tutoring
IDENTIFIERS- Reading Recovery Projects; Success for All Program; Writing to Read

This report summarizes research on the impacts of alternative early intervention programs to prevent school failure. Also considered are the magnitude of estimates of program effects and policy implications of using the programs. The nine principal types of early schooling programs reviewed are those involving: (1) substantial reductions in class size; (2) provision of instructional aides in the early grades; (3) preschool for 4-year-olds; (4) extended-day kindergarten; (5) retention in kindergarten and first grade; (6) provision of transitional first grade, developmental kindergarten, and other extra-year programs for immature or at-risk children; and (7) one-to-one tutoring; and (8) IBM's Writing to Read Program; and (9) Success for All program. The review concludes that among the nine strategies, the most effective by far for preventing early school failure are those that involve one-to-one tutoring in reading for first graders, especially in structured models that use well-trained certified teachers as tutors. Such programs not only have the greatest immediate effects on reading achievement, but they are also the only programs known to have lasting effects, at least through the third grade. Appended are 62 references. (Author/GLR)

ED 340 476   PS 020 160

McCoy, David B.
The Impact of Socialization on Personality Formation and Gender Role Development.
PUB DATE- 90
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Dissertations/Theses - Undetermined (040),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Children; *Cultural Influences; Family Role; Individual Development; Mass Media Role; Modeling (Psychology); Observational Learning; Parent Role; Peer Groups; *Personality Development; Perspective Taking; Public Schools; Role Playing; School Role; *Sex Role; *Sexual Identity; *Socialization; Social Reinforcement; Television
IDENTIFIERS- Social Learning Theory

This essay explores the ways in which certain aspects of personality are acquired through socialization. The intent was to gain a broader understanding as to how cultural norms, particularly sex roles, influence personality development. Socialization is discussed in terms of societal norms and standards transmitted by the institutions of the family, church, educational system, government, and economic system. Agents of the primary socialization of the child through the age of 12 years include the family, the public school system, peer group associations, and television. Mechanisms of socialization include observational learning, role taking, and social reinforcements. The socialization process of sex role development is examined, and it is shown that differing male-female personalities are in part due to vast differences in socialization. Factors that contribute to children's sex role acquisition include: (1) the role of the family in gender identity formation; (2) peer pressure to conform to rules

Advisory Panel Exchange #2.
PUB DATE- Sep 91
NOTE- 103p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Employer Employee Relationship; *Employer Supported Day Care; Flexible Working Hours; *Fringe Benefits; Labor Force; Preschool Education; Profiles; Program Costs; Program Descriptions; Referral; *Small Businesses
IDENTIFIERS- Dependent Care Assistance Plans; On Site Day Care

This report of the Child Care Action Committee's National Advisory Panel profiles 29 small businesses employing under 250 workers in 15 states which offer child care benefits to their employees. These businesses do not constitute a representative sample of small businesses. A series of factors for small businesses to consider when planning a child care benefit package is listed. The survey's research methodology, which included selection of small businesses and data collection through telephone interviews, is described. The bulk of the document consists of profiles of small businesses. These include 13 businesses which provide an on-site child care facility; 7 businesses which provide child care subsidies through voucher or vendor programs; 3 businesses which provide resource and referral services; 4 businesses which provide dependent care assistance plans; and 2 businesses which provide a flexible benefit plan. Each of the profiles provides background information on the origin of the company's program; describes the program's benefits, costs, advantages, and problems; and gives the contact person for the program. Also discussed in the profiles are flexible scheduling, parental leave, and workforce demographics. Appendixes include lists of the National Advisory Panel members and resources for additional information on child care topics. A bibliography of 26 items is provided. (BC)

ED 340 496 PS 020 219

Eichman, Caroline; And Others
Building Links: Developer Initiatives for Financing Child Care. Child Care Action Campaign. CCAC Special Report #2: State Financing Alternatives Project.
SPONS. AGENCY- A.L. Mailman Family Foundation, Inc.; Continental Corp. Foundation, New York, NY.
PUB DATE- 90
NOTE- 74p.; For CCAC Special Report No. 1, see ED 316 312.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- *Community Development; *Day Care; *Day Care Centers; Early Childhood Education; *Local Issues; *Local Legislation; Zoning
IDENTIFIERS- Building Codes; California; Child Care Linkage Legislation; Massachusetts; *Real Estate Development; Voluntary Participation

This report evaluates the impact of two types of initiatives for involving real estate developers in building or supporting new child care facilities. These initiatives are: (1) linkage, a legislative mandate that requires developers to construct a

ED 340 515 PS 020 267

Hargreaves, Andy; Earl, Lorna
Rights of Passage: A Review of Selected Research about Schooling in the Transition Years.
PUB DATE- 90
NOTE- 241p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescent Development; *Curriculum Design; Educational Change; Educational Environment; *Educational Strategies; Elementary Secondary Education; Evaluation Problems; Foreign Countries; Instructional Improvement; School Organization; Teaching Methods; *Transitional Programs
IDENTIFIERS- Canada; Ontario; *School Culture

This review of literature and research concerns innovative programs and services for students in the transition between elementary and secondary schools. Chapter 1 identifies the areas of focus, methodology, context, guiding assumptions, and report structure. Chapter 2 looks at the characteristics and needs of early adolescence and discusses the cultures of elementary and secondary schooling, and the transition between these two cultures. Chapter 3 focuses on the process of transition itself: the problems of transition (anxiety, adaptation, and curriculum continuity), and the responses to transition (school choice, planning, record keeping, and reorganization). Chapter 4, which concentrates on the curriculum for the transition years, covers curriculum problems, the process of restructuring the curriculum, the core curriculum, and instructional strategies (team teaching, interdisciplinary options, cooperative learning, learning styles, and experiential career education). Chapter 5 deals with assessment and evaluation, discussing definitions, purposes, patterns, and alternative strategies. Chapter 6 looks at issues concerning Franco-Ontarian schools. Chapter 7 draws together the findings of the review and identifies key issues. A reference list of about 500 items is included. (SH)

ED 340 516 PS 020 269

Thios, Samuel J.; Foster, Sally B.
Changing Preschoolers' Attitudes toward Children with Disabilities.
SPONS. AGENCY- Denison Univ. Research Foundation, Granville, OH.
PUB DATE- Aug 91
NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; Behavior Change; *Disabilities; Individual Differences; Interpersonal Relationship; Intervention; *Mainstreaming; *Preschool Children; *Preschool Curriculum; Preschool Education; *Student Attitudes
IDENTIFIERS- Acceptance; *New Friends Program

This study investigated the impact of a program called "New Friends: Mainstreaming Activities To Help Young Children Understand and Accept Individual Differences" in teaching preschool children about similarities, differences, and disabilities, and assessed its effectiveness in improving for curriculum integration, worksheets for student review or evaluation, and references. Class activities develop or improve students' skills and knowledge in science, social studies, language arts, mathematics, or art. The supplement contains summaries of information about permafrost, topography of the tundra, and tundra wildlife, as well as over 100 wildlife cards with illustrations and text, presenting the most common or easily recognized plants, animals, fungi, and microscopic organisms found in Alaskan tundra. (SV)

ED 340 535 RC 018 429

P.A.S.S. Program Scope and Sequence. California Master Plan for Migrant Education. E.C.I.A. Chapter 1, Region IV.
PUB DATE- Sep 91
NOTE- 77p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; Daily Living Skills; *English Curriculum; Health Education; High Schools; *Mathematics Curriculum; *Migrant Education; Science Curriculum; Social Studies
IDENTIFIERS- California; *Portable Assisted Study Sequence Program

This guide offers a curricula for the Portable Assisted Study Sequence (PASS) Program, which is designed for secondary migrant students. The courses offered by the PASS Program have been revised to meet the Model Curriculum Standards suggested by the state department of education. Six curriculum areas are described in terms of the scope and sequence for each course. The global rationale provides the scope of each course, while the major topics, or sequence of skills, provide the general framework for the instructional program. The PASS Program courses have been divided into: (1) English language arts; (2) mathematics; (3) science; (4) social studies; (5) life skills; and (6) art and health education. The English area contains two courses in preparation for traditional English courses, as well as standard English and literature courses. Math courses are general math, consumer math, pre-algebra, and algebra. Biology, physical science, and environmental science are described in the science section. Courses in social studies include American government, early California history, geography, U.S. history, world history, and history of ethnic groups. Consumer economics, basic study skills, and work experience are courses under the Life Skills heading. The final section contains an art and health education class. Each curricular area is color coded. (KS)

ED 340 536 RC 018 431

Improving the Cost Effectiveness of Small Schools. Commonwealth Pacific Regional Workshop (Auckland, New Zealand, November 19-26, 1986). Final Report.
PUB DATE- Nov 86
NOTE- 41p.; Some pages contain light print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Community Involvement; Consolidated Schools; *Cost Effectiveness; Curriculum Development; *Educational Finance;

collection agency on migrant workers should be established. Social isolation, the lack of decent and affordable housing, and inaccurate perceptions of the migrant farmworker also contribute to the plight of this population. Federal funds for employment and training programs to place farmworkers into stable, well paying jobs in the private sector accommodate no more than 5 percent of the need. Efforts to provide skills training upgrades and higher job placement within the agriculture industry have not progressed for lack of commitments by both government and the agriculture industry. The farmworker community should be empowered politically and economically in order to obtain an equal share of federal and state resources and services for its unique needs. (LP)

ED 340 553   RC 018 465

Horsley, Donald L.; And Others
Managing Change in Rural Schools: An Action Guide.
PUB DATE- 91
NOTE- 101p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adoption (Ideas); Change Agents; *Change Strategies; *Educational Change; *Educational Improvement; *Educational Planning; Elementary Secondary Education; Improvement Programs; Program Implementation; Rural Education; *Rural Schools
IDENTIFIERS- Concerns Based Adoption Model

This guide, intended to help rural educators improve their school or district, connects general knowledge about educational change efforts and knowledge about conditions and characteristics specific to rural education. Chapter 1 discusses common strengths and weaknesses of rural schools and describes values and social patterns in small schools and communities. Chapter 2 explains critical dimensions of the change process and examines research that documents the experiences of rural schools attempting to adopt new practices. It describes the Concerns Based Adoption Model as a framework for understanding the changing attitudes and behaviors of teachers and administrators in an improvement program. Chapters 3, 4, and 5 deal with initiation issues: (1) preliminary tasks such as clarifying participants' desires and expectations, building relationships, and forming a school-improvement team; (2) assessment of needs and strengths, outlining the problem, and setting goals; and (3) identifying an ideal solution and the resources needed to attain it. Chapter 6 describes activities involved in preparing for implementation: creating awareness, assigning roles to participants, and making logistical arrangements. Chapters 7 and 8 discuss implementation and evaluation activities. Chapter 9 considers how to maintain and continue the change. Each of the chapters discusses the critical tasks and components of the specific phase of the improvement program, examines related research and experience in rural schools, and presents a dialogue among four rural educators. This handbook contains 33 references. (SV)

ED 340 554   RC 018 467

Proclaiming Migrants Rights. The New International Convention on

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Environment); Ecology; *Educational Games; *Elementary School Science; Elementary Secondary Education; Environmental Education; Instructional Materials; Learning Activities; *Natural Resources; *Science Activities; Science Education; *Secondary School Science; Simulation; *Wildlife; Zoology
IDENTIFIERS- *Alaska

Wildlife is often described as one of Alaska's most important and valuable resources. Helping wildlife can take many forms. This document contains the directions and parts of two games for use with the "Alaska Wildlife Week" materials. The games "Brant for the Future", a simulation of bird and human interactions in the Pacific flyway, and "The Caribou Game", a simulation of caribou population management, are both included. Game boards, activity cards, score cards, background information, directions, and suggestions for modifications and options are contained in this packet. (CW)

ED 340 575 SE 051 423

Rubba, Peter A.; Wiesenmayer, Randall L.
A Study of the Qualities Teachers Recommend in STS Issues Investigation and Action Instructional Materials.
PUB DATE- 90
NOTE- 29p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (63rd, Atlanta, GA, April 8-11, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Environmental Education; Intermediate Grades; Middle Schools; *Science and Society; Science Education; Science Tests; Secondary Education; *Secondary School Science; *Technology

This study was part of a project to develop science and technology (STS) issue investigation and action materials with the potential for use across science and social studies classes at the secondary level. Special emphasis was given to learning teachers' perspectives on the development of a unit on the impact of pesticides on society. Seven areas were explored: (1) course context (i.e., in what courses would a unit on pesticides best fit); (2) concept linkages (with broader science and social studies concepts); (3) length of such a unit; (4) instructional technology and media, especially microcomputer technology; (5) interdisciplinary cooperation between teachers; (6) relevance to students and the local community; and (7) teachers' perceived degree of preparation. Questionnaires were mailed to 55 exemplary science and social studies teachers. Useable surveys were received from 25 teachers, representing teacher certification in 32 science fields, 4 social studies fields, and 6 in "other" fields. Overall, the teachers appeared open to the issue investigation and action approach to dealing with STS issues. STS instruction must help learners develop the following capabilities: (1) knowledge of how to seek out information on issues from all sides and weigh it before decisions are made; (2) knowledge of various action skills and a strategy to select among them; and (3) the ability to apply this knowledge in the resolution of an issue--a capability that is developed through guided practice. The questionnaire is attached. (22 references; 6 tables) (KM) blocking agents; (7) survival surgery and postsurgical care; (8) euthanasia; (9) husbandry, care, and the importance of the environment; and (10) a species-specific overview. The next section contains sources of information, selected bibliography, and audiovisual materials. The last section provides information on how to develop, deliver, and evaluate an educational program. Principles for the utilization and care of vertebrate animals used in testing, research, and training; a description of the Animal Welfare Information Center; and samples of learning objectives or self-assessment statements that coordinators may want to use or adapt for use at their institutions are appended. (KR)

ED 340 594 SE 052 448

Seeking Solution: High-Performance Computing for Science. Background Paper.
PUB DATE- Apr 91
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Centers; Computer Science; *Financial Support; *Government Role; *Research and Development; Technological Advancement
IDENTIFIERS- *High Performance Computing; *Supercomputers

This is the second publication from the Office of Technology Assessment's assessment on information technology and research, which was requested by the House Committee on Science and Technology and the Senate Committee on Commerce, Science, and Transportation. The first background paper, "High Performance Computing & Networking for Science," published in 1989, framed the outstanding issues; this background paper focuses on the federal role in supporting a national high-performance computing initiative. Chapter 1, "High-Performance Computing and Information Infrastructure for Science and Engineering," discusses the goals of the initiative, the government's role, the structure of federal policy, major strategic concerns, and long-range planning needs. Chapter 2, "Policy Considerations for High-Performance Computing," describes the difficulties and barriers to advancing computer technology, providing access to resources, and expanding and improving usage. The purposes of these centers are also discussed in this section. Chapter 3, "High-Performance Computers: Technology and Challenges," discusses the research and development process and the evolution of computer technology. Brief descriptions of national and other high-performance computer facilities are appended. (KR)

ED 340 595 SE 052 458

Hairston, Rosalina V., Ed.
The Responsible Use of Animals in Biology Classrooms Including Alternatives to Dissection. Monograph IV.
SPONS. AGENCY- Geraldine R. Dodge Foundation, Morristown, NJ.
PUB DATE- 90
NOTE- 162p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Affective Behavior; Anatomy; Animal Facilities; *Biology; *Classroom Environment; Computer Uses in Education;

ED 340 613 SE 052 654

Shimizu, Kinya
An Inter-Cultural Comparative Study on Elementary Science Teachers' Perceptions of Their Behavior and Inservice Needs between Japan and North Carolina.
PUB DATE- Nov 91
NOTE- 152p.; M.A. Thesis, East Carolina University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Environment; Cultural Differences; Elementary Education; Elementary School Science; Foreign Countries; *Inservice Teacher Education; *Needs Assessment; *Preservice Teacher Education; Professional Development; Questionnaires; *Science Education; Teacher Attitudes; *Teacher Qualifications; Teaching Experience; Teaching Methods
IDENTIFIERS- *Japan; *North Carolina

This study compared several facets of teacher education between Japan and North Carolina. Similarities and differences in elementary science teachers' perceptions of the academic backgrounds in Japan and North Carolina were evaluated as well as similarities and differences in elementary teachers' perceptions of classroom practices in Japan and North Carolina using a questionnaire consisting of five parts: (1) academic background; (2) inservice education opportunity; (3) autonomy; (4) teaching objectives; and (5) teaching methods. Four hundred and ninety Japanese and 181 American elementary teachers were asked to rate their perception of the frequency of experience and the degree of value they placed on each questionnaire item. Frequent behaviors of teachers were observed by identifying the items with higher mean scores rated by elementary teachers who teach science. Items with high value and low frequency were identified as teachers' needs. Items with high value and high frequency were identified as teachers' strengths. Confidence of teachers in each sample were the items listed as strengths by many teachers. As a result of the surveys in Japan and North Carolina, it was revealed that teacher performance in classrooms is not so different. However, there were some differences found in their academic backgrounds, opportunities for inservice training, and teachers' autonomy for acquiring knowledge and skills. Elementary teachers in North Carolina were more confident in having a broader view of education compared to Japanese elementary teachers. It might be necessary for Japanese teachers, science educators and researchers to learn more about pedagogical courses in teacher preservice programs in the United States. Teachers in North Carolina perceived a need for academic and professional activities as contrasted with Japanese teachers who perceived a need for activities closely related to their class and classroom environment. Copies of the draft questionnaire and the questionnaire used in North Carolina are appended. (Author/KR)

ED 340 614 SE 052 669

Environmental Education Conference Summary (Bloomington, Minnesota, October 26-27, 1990).
PUB DATE- 90
NOTE- 64p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Elementary Secondary Education; *Environmental

Vinovskis, Maris A.
The Role of Education in the Economic Transformation of Nineteenth Century America.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 89
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Economic Change; *Economic Development; Economic Impact; Educational Change; *Educational Development; *Educational History; Educational Policy; Elementary Secondary Education; Industrialization; Public Schools; *Role of Education; *School Business Relationship; *United States History
IDENTIFIERS- *Nineteenth Century History

This essay examines the relationship between economic and educational developments in the United States in the decades prior to the Civil War. Early industrialization in the United States began during the first half of the 19th century and seems to coincide with common school expansion and reforms. Yet the link between economic and educational development during this period, which has often been pointed to by scholars, has received little close attention. This essay focuses on three aspects of the relationship between educational changes and economic development. First, the connection between early industrialization and the rise of mass public schooling is considered. A number of important scholars have proposed a close, causal relationship between early industrialization and the rise of mass public schooling. This contention greatly oversimplifies educational development during this period. Industrial development was but one among many socioeconomic factors that improved the quality of education. The second aspect examined is 19th century views of the role of education in economic productivity. While most contemporary economists emphasize the importance of education as a form of human-capital investment, very few 19-century thinkers focused on education as a means to economic productivity. Private and public schooling appear to have contributed to the economic well-being of the 19-century United States, but the lack of adequate studies limits what can be said on this issue. Third, and finally, some 19-century concepts about the relationship between social mobility and education are held up to the actual experiences of that era's population. While social mobility was a dominant belief in 19-century United States, education received less emphasis in this regard than the value of good habits and hard work. As to whether or not education was an important factor in social mobility, there is no agreement among researchers. What evidence exists suggests that schooling contributed to occupational advancement in individual cases, but perhaps universal education was less essential in the past than it may be today. (DB)

ED 340 634 SO 021 570

Music. Comprehensive Curriculum Goals. A Model for Local Curriculum Development.
PUB DATE- Mar 91
NOTE- 149p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Citizen Participation; *Citizenship Education; Citizenship Responsibility; *Curriculum Development; Democratic Values; *Educational Objectives; Elementary Secondary Education; Social Studies; Student Educational Objectives; Teaching Methods; Values Education

CIVITAS is a curriculum framework that sets forth a set of national goals to be achieved in a civic education curriculum, primarily for K-12 public and private schools. It is a framework that proposes to specify the knowledge and skills needed by citizens to perform their roles in U.S. democracy. There are two major sections in the framework. It begins with a rationale that explains the basic philosophy, purpose and nature of the framework. The other major section is a statement of goals and objectives that civic education should foster. This section is divided into three parts--(1) Civic Virtue, (2) Civic Participation, and (3) Civic Knowledge and Intellectual Skills. Parts 2 and 3 contain model scope and sequence statements that suggest what aspects of the subjects in the framework can be taught at varying school grades and how they may be taught. The part on Civic Knowledge and Intellectual Skills comprises by far the largest portion of the framework. It organizes summaries of numerous topics into three main groupings: the nature of politics and government; public government in the United States; and the role of the citizen. The intended audience for the curriculum is educators at state and local levels concerned with the development of civic education curricula in the schools. Classroom teachers also may find the framework a useful resource and reference book. A six-page executive summary is appended. (DB)

ED 340 655 SO 021 943

Schroeder, Fred E. H., Ed.
Humanities Education, 1984-1991 (29 Issues).
PUB DATE- 84
NOTE- 1,691p.; "Dedicated to the teaching of integrated studies among the humanities, arts and related fields in schools, colleges, and cultural institutions." Name to be changed to "Interdisciplinary Humanities" in 1992.
LANGUAGE- English
EDRS Price- EDRS Price - MF14/PC68 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Fine Arts; Humanities; *Humanities Instruction; *Interdisciplinary Approach

This document consists of the first eight volumes, 1984-1991, of the serial "Humanities Education". During this period, the serial was issued 3-4 times a year for a total of 29 issues. Typical issues are around 60 pages in size. Beginning with 1992, the name is projected to be changed to "Interdisciplinary Humanities". (AA)

ED 340 656 SO 021 945

Revel-Wood, Myriam; Ochoa, Anna, Ed.
Our Connections to Europe: A Teaching Unit for 5th or 6th Grades.
PUB DATE- 90
NOTE- 51p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom

religion, geography, cultural diversity, ethnic groups, political systems, and recreation; (4) extending conclusions to other cultures; (5) identifying global issues; and (6) identifying opportunities for interdisciplinary study. (LL)

ED 340 675 SP 033 473

Bickel, Janet
Medicine and Parenting: A Resource for Medical Students, Residents, Faculty and Program Directors.
PUB DATE- Jan 91
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Career Planning; Child Rearing; *Faculty Advisers; *Family Planning; Higher Education; Medical Schools; *Medical Students; Policy Formation; Reproduction (Biology)
IDENTIFIERS- Maternity Benefits; Parental Leave

This handbook provides a framework to assist program directors and other administrators as they discuss questions men and women in premedical and medical schools face with respect to: (1) parenting issues; (2) practical and policy-related questions about becoming parents; and (3) whether it is possible to be both a devoted and effective professional and a parent. The publication is organized into four sections. The first section, "Facts of Life about Being a Parent in Medicine: Hard Questions, Some Answers," consists of responses to six questions: (1) when is the best time to start a family? (2) what about the health of physician-mothers and their children? (3) what else does a physician-in-training need to think about regarding starting a family? (4) how should medical students respond to program directors' inquiries about their personal lives and childbearing plans? (5) what about shared schedule residency slots? and (6) what are legal rights to maternity leave? The second section explores maternity and parental leave policies related to medical students, residents, and medical school faculty. Section 3 summarizes the status of child care arrangements, and the final section offers a brief sketch of what the future may hold. A 50-item bibliography concludes the document. (LL)

ED 340 676 SP 033 474

Bickel, Janet; Quinnie, Renee
Women in Medicine. Statistics.
PUB DATE- Jun 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Admission (School); Comparative Analysis; Ethnic Origins; Females; Higher Education; Medical Education; *Medical School Faculty; *Medical Schools; *Medical Students; *Physicians; Statistical Data; *Women Faculty; Womens Education

This publication consists solely of statistical data with respect to women in medicine. Seven tables and three figures are presented. The tables are organized as follows: (1) Women Applicants, Enrollees and Graduates, Selected Years 1949-50 through 1990-91; (2) Comparative Acceptance Data for Men and Women Applicants, 1973-74 through 1990-91; (3) Acceptance Rates of Applicants by Age and Sex, 1990-91 First-Year Class; (4) Distribution of Women Residents, 1989; (5) Women Faculty by

DESCRIPTORS- *Art Education; Art Teachers; *Class Activities; *Creative Art; Cultural Awareness; Curriculum Development; *Dance Education; Dramatics; Early Childhood Education; Integrated Activities; Learning Activities; *Multicultural Education; *Music Education; Play

This conference focused on the central role of play and arts throughout the early childhood years, the unique learning styles of young children (ages 3-8), and children's developmental needs. Special emphasis was placed on curriculum, assessment, the essential role of the arts in learning, multicultural awareness, needs of special populations, and the interrelatedness of the arts in the learning process. The participants were early childhood and arts educators who have responsibility for designing and implementing quality educational experiences for young children. The book is organized into four major sections. Section 1, "General Sessions," provides theoretical material in the areas of curriculum development, arts assessment, and child development. The second section, "Specific Arts Instruction," contains many practical activities as well as theoretical discourses in music, art, dance, and drama. Section 3, "Model Programs," describes three well-developed arts programs. The final section, "Multicultural/International Programs," includes information about creative arts programs of various countries and a multicultural perspective for program development. (LL)

ED 340 696 SP 033 511

Belka, David E., Ed.
Moving into the 21st Century: Curriculum Strategies for Children's Physical Education. PACE VI Presentation Handouts.
PUB DATE- Dec 91
NOTE- 74p.; Presentation handouts from PACE VI Conference on Positive Approaches to Children's Education (Dayton, OH, December 5-6, 1991). Several of the handouts contain light type and will reproduce poorly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Classroom Environment; Cognitive Development; *Dance Education; *Educational Games; Elementary Education; Learning Centers (Classroom); *Learning Strategies; *Physical Education
IDENTIFIERS- *Health Related Fitness; *Physical Fitness Tests

The handouts from the Ohio conference PACE (Positive Approaches to Children's Education) VI are presented. Among them are: (1) "Hugs" (submitted by A. Braselton); (2) "Rhythmic Activities for 2001" (L. Hardman); (3) "A Strategy for Cognitive Development in Physical Education" (C. Regimal); (4) "It's the Kids That Count! Great Activities Make Everyone Smile" (L. McDonald); (5) "Physical Education: Believe In It!" (A. Kamiya); (6) "Rhythmic Activities To Help Promote a Healthy Body Image" (H. Hissam); (7) "3rd/4th Grade Games Unit" (J. Frederick); (8) "Academic Games" (M. Weitzel and S. Fleck); (9) "Square Dance Teaching Program by Jack Murtha" (B. Howell); (10) "Physical Fitness Assessment: A Practical Overview" (D. Berkey); and (11) "Establishing the Learning Environment: Locomotor Skill Development Cooperative Learning" (R. Reese). (AMH)

ED 340 697 SP 033 512

Manuals; Vocabulary Skills; *Writing Tests
IDENTIFIERS- English Placement Tests; *Test of English as a Foreign Language; *Test of Spoken English; Test of Written English

This document is the United States/Canada edition of the information bulletin for the Test of English as a Foreign Language (TOEFL) and the Test of Spoken English (TSE). The bulletin provides information and registration forms necessary for taking the TOEFL or TSE. The purpose of the TOEFL is to evaluate the North American English proficiency of people whose native language is not English. The multiple-choice TOEFL consists of three sections: (1) listening comprehension; (2) structure and written expression; and (3) vocabulary and reading comprehension. At four administrations each year, the Test of Written English (TWE) is included as a direct writing assessment. The TSE evaluates spoken English proficiency, requiring examinees to orally answer questions presented in printed and recorded forms. The TOEFL, the TWE, and the TSE are commonly used by colleges and universities to determine the English proficiency of applicants. In addition to registration information, this bulletin contains practice questions for the TOEFL, the TWE, and the TSE; a score comparison table; and information about score reports. A list of institution codes for obtaining score reports is included, as is an order form for study materials. (SLD)

ED 340 716 TM 017 670

Barton, Paul E.; And Others
The State of Inequality. Policy Information Report.
PUB DATE- 91
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Access to Education; *Court Litigation; Educational Finance; *Educationally Disadvantaged; Educational Opportunities; Elementary Secondary Education; *Equal Education; *Expenditures; Legal Problems; Public Schools; *School Districts; State Aid; *State Programs
IDENTIFIERS- Kentucky; National Assessment of Educational Progress; New Jersey; Texas

This report provides data on inequality in school funding systems and the status of the legal challenges taking place. Disagreements about what is needed to resolve inequality are resolved through the political and legal process, professional judgment, and facts and objective data. This report provides facts and objective data. The first part describes large expenditure disparities among and within states and within local school districts. For example, after cost-of-living adjustments, New York spends 2.5 times the amount that Utah spends on schools. The second part shows how these expenditure disparities translate into disparities in educational programs. Such disparities are the basis of several court decisions relating to school funding. Data from the 1990 National Assessment of Educational Progress show the link between instructional materials and resources available to teachers and the mathematics proficiency of their students. The third part describes court decisions requiring greater equity in educational expenditures. Changes resulting from these decisions in Texas, Kentucky, and New Jersey are reviewed. The educational research community has not been able to determine the extent to which resource differences affect educational outcomes. Inequality in providing and financing public

*Junior High School Students; Longitudinal Studies; Minority Group Children; National Surveys; Statistical Data; *Student Characteristics; Tables (Data); Trend Analysis; Urban Schools; White Students
IDENTIFIERS- *National Education Longitudinal Study 1988; *New York; Weighted Data

Data from the National Education Longitudinal Study of 1988 (NELS:88) are reported for New York State. The NELS:88 is the most comprehensive longitudinal study conducted to date by the National Center for Education Statistics. The base year survey conducted in spring 1988 included approximately 1,000 schools nationally and almost 25,000 eighth-grade students; and included separate surveys of the students' parents, teachers, and administrators. The weighted sample size is 189,181 New York eighth graders. The data in this report highlight the following five trends in a relatively consistent manner: (1) students outside New York City are less at-risk and perform better than their New York City or United States counterparts; (2) non-public school students are less at-risk and perform better than their public school counterparts; (3) White (non-Hispanic American) and other minority students outperform Black and Hispanic American students; (4) eighth graders in New York City are remarkably similar to their United States counterparts; and (5) little if any difference is found between girls and boys. Data are presented in 22 tables in the categories of at-risk issues, students at home, students at school, and mathematics and reading performance. Data limitations are also discussed. (SLD)

ED 340 733 TM 017 784

Song, Qiang; Chissom, Brad S.
Forecasting Enrollments with Fuzzy Time Series.
PUB DATE- Nov 91
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (20th, Lexington, KY, November 12-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Trends; *Enrollment Projections; *Estimation (Mathematics); Higher Education; Long Range Planning; Mathematical Models; *Regression (Statistics); *Trend Analysis; *Universities
IDENTIFIERS- Fuzzy Set Theory; *Fuzzy Time Series

The concept of fuzzy time series is introduced and used to forecast the enrollment of a university. Fuzzy time series, an aspect of fuzzy set theory, forecasts enrollment using a first-order time-invariant model. To evaluate the model, the conventional linear regression technique is applied and the predicted values obtained are compared to the fuzzy time series results and actual enrollments. The forecasting procedure begins with "fuzzylising" the universe on which the historical data are based, and then interprets output results (actually fuzzy data sets). Comparison with linear regression shows the superiority of the fuzzy time series for forecasting enrollment. Three tables give comparison figures for fuzzy time series, linear regression, and actual values largely for 1972 through 1990. Three references are listed. (SLD)

ED 340 734 TM 017 788

Halpin, Gerald; And Others

III contains per student cost and revenue indicators by sector and also the same per student indicators for subgroups of institutions within the State University of New York (SUNY) State-operated and independent sectors. Section IV displays selected data for those independent institutions which receive Bundy aid with table 1 showing aggregate data and table 2 showing Bundy aid as a percent of Student Related Educational Expenditures by subgroup. Appendix A contains estimates of State funds for higher education in 1989-90 and 1990-91 derived from appropriation data coupled with recent expenditure patterns. Appendix B contains a glossary of term definitions. Appendix C lists members of the Fiscal Indicators Technical Advisory Group. Appendix D contains notes on the SUNY data. (JB)

ED 340 291 HE 025 142

Institutional Links in Higher Education in Commonwealth Africa: A Pan-African Commonwealth Experts Meeting (2nd, Harare, Zimbabwe, June 23-26, 1986). Final Report.
PUB DATE- Nov 86
NOTE- 36p.; For related documents, see HE 025 143-150.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developing Nations; Educational Administration; *Educational Cooperation; Foreign Countries; Higher Education; Information Dissemination; *Institutional Cooperation; *Intercollegiate Cooperation; International Cooperation; *International Educational Exchange; Meetings; *Networks
IDENTIFIERS- *Africa; British Commonwealth; *Zimbabwe

This report presents results and recommendations of the meeting of British Commonwealth experts that explored the dimensions of institutional links in Commonwealth higher education and the potential for developing cooperation in Africa, particularly involving south-south links and networks. The report is composed entirely of a summary of the discussions and resulting recommendations. The summary's introduction consists of opening remarks by the Minister of Education of Zimbabwe and focuses on the current situation in Africa involving cooperative links within higher education and the problems associated with developing these linkages, particularly between institutions in the south. Major conclusions and recommendations of the meeting are summarized under the following main categories: (1) institution building, advanced study, and research; (2) student interchange; (3) information dissemination, publication, and journals; (4) staff development and interchange; and (5) management and administration links. Appendices include a list of the participants, the meeting's agenda, and the policy and procedures of the agreements of cooperation between the University of Zimbabwe and foreign universities. (GLR) comments from the Coalition of Higher Education Assistance Organizations and ED. (JB)

ED 340 311 HE 025 164

The Financial Status of Teaching Hospitals and The Underrepresentation of Minorities in Medicine. Second Report.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD.
PUB DATE- 1 Aug 90
NOTE- 61p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Financial Policy; *Financial Problems; Graduate Medical Students; Higher Education; Institutional Evaluation; *Medical Students; *Minority Groups; Minority Group Teachers; Student Recruitment; *Teaching Hospitals

This study examines the evidence of deteriorating financial status for many of the nation's teaching hospitals, and the continuing underrepresentation of minorities in medicine. The study of teaching hospitals used existing financial data and information on both non-federal and Veterans Administration teaching hospitals. Results suggested the following: hospital and patient margins have decreased; hospital bond rating changes were primarily downgrades; high levels of uncompensated care and low third-party payments threaten the financial health of hospitals and jeopardizes quality medical education and service to the poor; operating margins have fallen steadily; and cost controls must be vigorously pursued. The examination of minority representation in medicine drew on presentations and data from a comprehensive range of authorities in the field. Findings suggested the following conclusions: the minority applicant pool continues to decrease; problems of minority recruitment are linked to poor academic preparation and insufficient encouragement; minority students incur higher debt levels and are more severely impacted by rising tuition costs; and underrepresentation of minorities on medical faculty discourages recruitment, enrollment, retention, and graduation of minority students. Included are commentaries from the Health Resources and Services Administration and the Health Care Financing Administration, and a list of 25 references. (JB)

Technology Transfer

This book presents a collection of essays from prominent administrators and influential thinkers in higher education who offer their prescriptions for responding to the challenges imposed by higher costs and reduced revenue expectations. Innovative improvements in the operating efficiency in such areas as administration and support services, financial management, campus facilities, and technology research and development are profiled. The need to empower individuals and groups to create and implement their own processes for improving productivity emerges as a key theme. Essays and their authors are as follows: (1) "Productivity or Quality?" (Sean C. Rush); (2) "Productivity and the Academic Business" (Stephen Joel Trachtenberg); (3) "The Constraints on Campus Productivity" (Robert Birnbaum); (4) "Improvement Strategies for Administration and Support Services" (William F. Massy); (5) "Achieving Productivity Gains in Financial Management" (George R. Houston, Jr.); (6) "Increasing Productivity in Facilities Management" (Harvey H. Kaiser); (7) "Productivity through Privatization" (John T. Hackett); (8) "Managing Technology Transfer" (Edward L. MacCordy); and (9) "Higher Education and Efficient Resource Allocation" (John H. Pencavel). Contains an index. (GLR)

During this time period, instruction was changed from CLI-based to GUI-based instruction. The findings do not indicate any gender differences based on interface and do not indicate that there is any statistically significant difference between the interfaces used. The appendix provides a historical analysis of computer interfaces. (30 references) (DB)

ED 340 347 IR 015 325

Pultorak, Edward G.
Looking into the 90s: Multimedia Extension Programs.
PUB DATE- Feb 91
NOTE- 15p.; Paper presented at the Annual Conference of the Association of Teacher Educators (New Orleans, LA, February 19, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cost Effectiveness; Delivery Systems; *Distance Education; *Educational Technology; Enrollment; Higher Education; Interaction; *Multimedia Instruction; Teacher Education; Teacher Student Relationship; *Telecourses

Arguing that, with the advancement of new technologies, multimedia extension programs (or telecourses) can now provide two-way audio and video interaction to homebound students and to students in distant locations in a very cost efficient and effective manner, this paper provides a look at multimedia extension programs for institutions of higher education in the 1990s. The following issues are addressed: (1) problems of traditional extension programs; (2) trends favoring multimedia programs; (3) factors to consider for telecourse implementation or improvement; (4) findings of a recently completed study addressing current uses of multimedia extension programs; and (5) common problems encountered. A discussion of possible future uses of such programs in teacher training programs concludes the paper. (DB)

PUB DATE- Jun 91
NOTE- 80p.; Master's Thesis, Kent State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cultural Images; Labeling (of Persons); Librarian Attitudes; *Librarians; Literature Reviews; Role Perception
IDENTIFIERS- *Mysteries (Literature)

This research paper examines the portrayal of 35 librarians depicted in 24 adult mystery novels copyrighted between 1980 and 1990. Its main objective is to gauge how closely the portrayals of the librarians resemble or differ from the stereotype denounced in professional writings. In general, the librarians in these stories are fairly young and attractive; they dress nicely and no longer wear glasses. In contrast to the stereotyped image, these people are friendly, seem relaxed with the opposite sex, and are not controlled by a puritanical set of values. Many lack the eccentric bent which characterized their old-fashioned colleagues. They also seem to have less refinement. As professionals, these librarians hold interesting and responsible positions; but, they are not overly dedicated to their careers. Surprisingly, almost half of the librarians in these novels are men; several of them, however, still possess the effeminate traits associated with the male librarian's stereotyped portrayal. (Lists of the 24 mystery novels, 57 endnotes, 27 works cited, and 18 sources consulted are included.) (Author/MAB)

Report to the Legislature in Response to Supplemental Language to the 1990-91 State Budget.
PUB DATE- Jan 91
NOTE- 158p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Higher Education; Information Technology; Library Administration; Library Automation; *Library Development; Library Equipment; *Library Facilities; Library Materials; *Library Standards; Policy Formation; *Space Utilization; State Legislation; *Storage
IDENTIFIERS- *California State University System

This report examines the newly proposed systemwide library plan of the California State University (CSU), which will govern the planning and development of library space on CSU campuses for the next 10 years. The commission's report evaluates the state university's updated library space standards and discusses policy issues that relate to on-site and off-site compact storage systems for library materials. The report is presented in four sections: (1) Background and Conclusions; (2) Present and Proposed Space Standards; (3) Policy Questions for Further Study; and (4) Remote versus On-Site Storage. Follow-up information on the CSU library plan is requested by February 1, 1991, and April 1, 1991. The commission's staff will then review the additional material and submit a supplemental report to the commission in June for its approval. Appended materials, which make up the major part of the report, are as follows: (1) state university submission (June 1990), which includes the documents "Library Planning in the California State University: 1986/87-1996/97," "CSU Capital Outlay Program Planning for Libraries; Policies, Standards, and Procedures," and "Justification and Cost Impact of the New CSU Library Policies and Standards"; (2) the commission response (August 16, 1990); (3) state university response (October 1990); (4) commission letter (November 7, 1990); (5) executive summary of a systemwide library space study for 1984-2004 prepared by HBW Associates; (6) commission comments on the CSU library space study, a report to the state university in response to budget control language in the 1984-85 Budget Act (January 1985); (7) state university materials (January 1985); (8) ACRL college library standards (1986); (9) state university invitation for bid; (10) an article by John Kountz, "Robots in the Library: Automated Storage and Retrieval Systems"; and (11) cost data on library storage. (16 references) (MAB)

Fullen, James, Ed.
OATYC Journal, Vol. IX, Nos. 1-2, Autumn 1983-Spring 1984.
PUB DATE- 84
NOTE- 91p.; This journal is being entered into ERIC, one year's worth at a time, with "Table of Contents" type abstracts, in order to provide indexing access to the individual articles via the text of the abstract.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- College Faculty; *College Instruction; College Programs; Community Colleges; Curriculum Development; Institutional Characteristics; *Instructional Improvement; *Instructional Innovation; *Teaching Methods; Two Year Colleges; Writing Instruction
IDENTIFIERS- *Ohio

"OATYC Journal," which is published by the Ohio Association of Two-Year Colleges, is designed as a forum for the exchange of concepts, methods, and findings relevant to the two-year college classroom. Along with commentaries and letters of reaction from the readership, the two issues of volume IX present the following major articles: (1) "Focus: Muskingum Area Technical College," by Bruce Humphrey and others; (2) "Cooperative Composition: The Team Research Paper," by Barbara P. Thompson; (3) "A Nation at Risk: The Report of the National Commission on Excellence in Education," by Milton Goldberg and James Harvey; (4) "Issue: Should General Studies Be a Separate Division in a Technical College?" by Carolyn R. Craft and Larry C. Edwards; (5) DACUM Study: Technical Writing," by Timothy Nolan and Marc Green; (6) "Focus: Happy Birthday, Community and Technical College, the University of Akron," by Joe Arnold and others; (7) "The Search Process: From the Outside Looking in," by James McLaughlin; (8) "Teach Thinking in the Technical Classroom," by Marc Newman; (9) " College without Walls at Sinclair Community College, " by Gordon Cowperthwaite; (10) "The Ohio Technology Transfer Organization and Its Role with Two-Year Technical Education in Ohio," by Kim Bonewit; (11) "An Open Formula for Effective Communication," by Jane Durverry; (12) "Issue: Should Merit Pay Be Used to Reward Outstanding Teachers in Two-Year Colleges?" by Anne R. Peterson and Jack Tabor; (13) "One Way to Help Nontraditional Students Increase in Persistence and Competence," by Betty M. Dietsch; and (14) "Washington Tech Looks to a New Space Age," by Ann Tiber. (EJV)

English 1A who had been through a progression of English classes. Major study findings included the following: (1) English 1A students averaged more hours of employment than pre-1A students; (2) pre-1A students tended to spend more hours per day on childcare and housework than did English 1A students, and successful pre-1A students averaged more hours on childcare and housework than unsuccessful pre-1A students; (3) English 1A students on average reported higher household incomes than did pre-1A students; (4) parents of English 1A students tended to have higher levels of education than parents of pre-1A students; (5) English 1A students were somewhat more likely to report that a college education was important to their friends than pre-1A students; (6) English 1A and pre-1A students had similarly high expectations for income in 10 years; (7) English 1A students were somewhat more likely to agree that they were procrastinators; and (8) English 1A students were more likely to have a bachelor's degree or graduate degree as their goal. Appendixes provide statistical tables, interview questions, and the questionnaire. (JMC)

formation, community development, and evaluation; and (4) collaborative university program enrichment. Evaluation data will be systematically collected and analyzed throughout the pilot program. Three advisory groups will advise and guide the project staff in its management of the pilot project: the intra-university steering committee; the regional community college leadership development advisory board; and the executive committee of the advisory board. (Author/JMC)

ED 340 439 JC 920 052

Boone, Edgar J.
Guidelines for Community Colleges To Follow in Community-Based Programming.
PUB DATE- Jan 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; College Planning; *College Role; Community Colleges; *Community Development; Community Organizations; *Community Programs; Community Role; Cooperative Planning; Inservice Education; Institutional Mission; Problem Solving; *Program Development; Program Implementation; *School Community Relationship; Two Year Colleges

Community-based programming (CBP) is a process in which a community college becomes the leader in effecting collaboration among the people, their leaders, and community-based organizations and agencies in its service area to identify and seek resolution to major issues facing the community and its people. To facilitate CBP, a community college should: (1) reach consensus on a definition of CBP; (2) determine which of its programs are consistent with its working definition of CBP; (3) review its mission to determine whether it is compatible with CBP; (4) evaluate organizational operating procedures and the college's capacity to engage in CBP; (5) assess the competencies and skills of existing staff; and (6) develop and implement a strategy for equipping staff with the skills to undertake CBP, including in-house workshops to review the concept and process of CBP, and self-directed staff learning programs on CBP, utilizing available print materials, video programs, and visiting consultants and speakers. In addition, the college should establish an environmental scanning committee comprised of college personnel and community representatives; identify, rank, and legitimize community issues; identify the target public for each issue and spokespersons within the target population; develop, in conjunction with these spokespersons, plans of action for addressing the issues; develop and implement programs to carry out the plans of action; and establish evaluation procedures. (PAA) service site in the Summer Food Service Program for Children. The responsibilities of the program sponsor are listed. These include handling bills and paperwork, training supervisors, and providing recordkeeping forms to the site supervisor. The responsibilities of the site supervisor are delineated. These include ordering and counting the meals, assuring the meals meet nutritional requirements, and serving the meals within certain limitations. The special problems associated with the first day of the program's operation are discussed. Possible questions asked by site supervisors are answered, and several helpful tips for operating the site are provided. The requirements for well-balanced and nutritious meals are listed. (BC)

ED 340 457 PS 019 947

Sutton, James H.
Time for a Change: A Report to the People of Iowa.
PUB DATE- 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Decentralization; Decision Making; *Educational Change; *Educational Improvement; *Educational Policy; Educational Technology; Elementary Secondary Education; Evaluation; Federal State Relationship; Individualized Instruction; Preschool Education; *School Restructuring; *Teacher Response; Teacher Responsibility; Teaching Methods
IDENTIFIERS- *Iowa State Education Association

This report identifies what Iowa teachers say must be done to transform schools comprehensively. Recommendations in the key areas of time, authority and responsibility, evaluation and accountability, and early childhood education, are offered. In regard to these recommendations, three major elements have the greatest leverage for change: decentralization of decision-making, personalization of instruction, and technology. The report argues that these elements have the power to transform schools at the lowest possible costs, and that business, education and government should support a common agenda at all levels to insure that schools are transformed in the shortest possible time. The report was based on 1,540 questionnaires submitted to focus groups of teachers, and responded to by teacher leaders at local, regional, and state levels. (SH) regarding sex-appropriate behavior and attitudes; (3) the impact of television; and (4) the significant role that schools play in emphasizing, reinforcing, and expanding differences that children have when they enter school. It is concluded that sex role socialization provides a viable way of understanding the process of personality development because it involves the same principles invoked in other areas of socialization. A list of 96 references is appended. (GLR)

ED 340 477   PS 020 173

Connections: Service Learning in the Middle Grades.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 91
NOTE- 65p.; For the 1989 report, see ED 322 256.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Services; Conflict Resolution; Educational Change; Elementary Secondary Education; *Extracurricular Activities; *Intermediate Grades; *Junior High School Students; Leadership Training; Middle Schools; Peer Counseling; Peer Teaching; Program Descriptions; Secondary Education; Student Development; Student Role; Tutoring; *Values Education
IDENTIFIERS- *Community Service; Early Adolescents; Partnerships; *Service Learning

This report is a partial revision of an earlier report, released in the spring of 1989, that described programs in which young adolescents engaged in community service. The first chapter of the present report discusses the benefits that accrue to society and early adolescents when early adolescents engage in community service. The review process that was used to select model programs for case studies is discussed in the second chapter. The third chapter profiles the programs, which include three programs that involve peer tutoring; three in which students counsel peers; one in which students mediate student conflicts; three involving partnerships between students and other groups, such as senior citizens; four that provide opportunities for adolescents to engage in multiple forms of community service; and one program, no longer operating, that used community service to develop adolescents' leadership skills. In the fourth chapter, the case studies are analyzed in terms of appropriate roles for early adolescents in community service, and the common elements of, and obstacles faced by, the programs. The fifth chapter offers a series of recommendations for encouraging adolescent participation in community service and notes the establishment of the National Center for Service Learning in Early Adolescence. Lists of 25 references and 11 resources for information on service programs are provided. (BC)

child care space or contribute to a child care fund; and (2) bonuses, or zoning incentives that reward developers who build child care facilities. Interviews were conducted with nearly 100 government officials, legislators, city planners, developers, employers, and child care advocates in more than 30 communities which have implemented or are considering some form of developer initiative. Some developers oppose linkage as an unfair tax, and some oppose linkage because of incompatibilities between building codes and requirements for child care. Linkage has increased the child care supply, and improved access to child care. Bonuses are appealing to developers because they are voluntary. Bonuses have resulted in the construction of only seven child care centers. A series of eight recommendations for improving the effectiveness of developer initiatives is offered. Appendixes include lists of contacts for information about linkage and bonuses, and copies of the San Francisco, California, child care ordinance and the Seattle land use director's rule. A 77-item bibliography is provided. (BC)

nondisabled children's attitudes toward, and interactions with, children with disabilities. A treatment group and a control group were assessed before and after the New Friends intervention program. A cognitive measure, an affective measure, and an observational coding scheme were used. The New Friends program, which uses life-sized dolls with disabilities to introduce important concepts about specific disabling conditions, was conducted three times a week for a 3-week period. The four units presented included an introductory unit on differences and similarities, and units on hearing impairments, and physical and learning impairments. Results indicated that exposure to the New Friends program led to positive changes in attitudes and to increased knowledge of disabilities. However, no behavioral changes in social interaction patterns were observed. It is concluded that New Friends appears to provide a useful curriculum for use in conjunction with other procedures designed to enhance the acceptance of children with disabilities by their non-disabled peers. (GLR)

ED 340 517 PS 020 271

Johnson, Patrick B.; Johnson, Helen L.
Children's Beliefs about Adult and Adolescent Drinking.
PUB DATE- Apr 91
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Adults; *Beliefs; *Drinking; Elementary Education; *Elementary School Students; Expectation; *Junior High School Students; Knowledge Level; Motivation; Social Behavior; *Social Cognition; *Student Attitudes

This study examined 60 children from the first, fourth and seventh grades to discover their beliefs concerning alcohol. A vignette procedure method was used to assess the development of children's knowledge of adult drinking motives and beliefs about the causes of adolescent drinking. Children's expectations about the interpersonal consequences of an adolescent's refusal to drink were also gauged. Findings showed that although there is a general tendency for children to expect negative effects to occur when adults or adolescents drink, this tendency drops progressively from first through fourth to seventh grade. Findings also showed that children in all grades expect parents to be upset when a child consumes alcohol and friends to react negatively when an adolescent friend refuses to consume alcohol. (SH)

Educationally Disadvantaged; Elementary Secondary Education; *Foreign Countries; Multigraded Classes; Parent Participation; *Rural Schools; *Small Schools; Teaching Methods
IDENTIFIERS- *Commonwealth of Nations; New Zealand; Pacific Region

This document summarizes the deliberations of the Commonwealth Pacific Regional Workshop, which focused on the cost effectiveness of small schools. Advantages of small schools include equity for disadvantaged groups, opportunities for rural development, preservation of cultural traditions, and the potential for educational advantages. One task force identified the need for increased parental involvement in small schools. School consolidation is an unpopular method of cutting school costs. The main costs elements in establishing and operating a small school are capital costs, salaries, maintenance, teaching supplies, boarding costs, and transportation. Small schools can be made more cost effective by streamlining the curriculum, engaging in multigrade teaching, using support services, training teachers for the unique demands of small schools, using community resources, improving supervision, boarding students, using mobile laboratories, using mobile teachers, and staggering school enrollment. Alternatives to small schools are home schooling, central schools, combined elementary and secondary schools, distance education, correspondence education, and school clusters. Participants proposed recommendations for education authorities, training institutions, and the Commonwealth Secretariat. The appendices include names of participants, a program for the workshop, titles of working papers commissioned for the workshop, a list of background papers available during the workshop, and a list of task force topics. (KS)

the Protection of the Rights of All Migrant Workers and Members of Their Families. Churches' Committee for Migrants in Europe Briefing Papers No. 3.

PUB DATE- May 91
NOTE- 17p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advocacy; *Civil Liberties; International Law; Migrant Children; Migrant Education; Migrant Problems; *Migrants; *Migrant Workers; Migration
IDENTIFIERS- *United Nations

In December 1990, the United Nations General Assembly approved the new International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families. This international agreement broadly defines the rights of migrant workers and their families and offers some means to review the compliance of nations in upholding these rights. This illustrated booklet contains three articles about the agreement and is intended to stimulate the campaign for adoption by 20 member nations necessary for ratification. "The Origins and Importance of the Convention," by Shirley Hune, describes migrants as an unprotected, frequently exploited population; reviews the compromises and dilemmas of the drafting process; and outlines highlights of the agreement. In "A Brief Guide to the Text," Patrick Taran presents an abstract of the agreement's preamble and each of its 93 articles. These include scope and definitions of the convention; the extension of fundamental human rights as elaborated in other U.N. instruments to all migrant workers; establishment of the principle of equality of treatment (as compared to the treatment of nationals) for all migrant workers and their families with regard to court litigation, employment, and access to education for their children; and placement of the responsibilities for protection of human rights on sending, receiving, and transit states. "Church Action for Migrant Rights," by Jan Niessen, describes advocacy efforts by church groups on behalf of the agreement, discusses ways in which international conventions can be used to defend migrant rights on a national level, and outlines other existing international agreements on migration. (SV)

ED 340 576 SE 052 220

La Evolucion del Curriculo de las Matematicas: Un Folleto para los Padres de Familia. (The Changing Mathematics Curriculum: A Booklet for Parents).

PUB DATE- 91

NOTE- 18p.; For the English version, see ED 315 287.

LANGUAGE- Spanish

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Translations (170)

DESCRIPTORS- Elementary School Mathematics; Elementary Secondary Education; Hispanic American Culture; Mathematics Achievement; Mathematics Anxiety; *Mathematics Curriculum; Mathematics Education; Mathematics Teachers; *Parent Education; Parent Materials; Parent Role; Parent School Relationship; *Parent Student Relationship; Secondary School Mathematics; Spanish Speaking

IDENTIFIERS- *Spanish American Culture

This booklet, written in Spanish, provides a guide for parents to help their children become successful in school mathematics. The information is divided into four sections: (1) important facts about the mathematics curriculum and mathematics instruction; (2) expectations about participation, calculators, cooperative learning, dialogue, and writing within the typical K-12 mathematics classrooms; (3) examples of leading questions and prompts for parental input with homework; and (4) specific methods to aid in planning for student success in mathematics. A bibliographic appendix includes additional sources for information with addresses, phone numbers, and price quotations, as appropriate. (JJK)

Controversial Issues (Course Content); Course Content; Demonstrations (Educational); Ecology; Elementary Secondary Education; Ethics; Evolution; Genetics; Interactive Video; *Laboratory Animals; Laboratory Experiments; Middle Schools; Models; Physiology; Resource Materials; Safety; *Science Activities; Science Education; Teaching Methods
IDENTIFIERS- *Dissection

This monograph discusses the care and maintenance of animals, suggests some alternative teaching strategies, and affirms the value of teaching biology as the study of living organisms, rather than dead specimens. The lessons in this monograph are intended as guidelines that teachers should adapt for their own particular classroom needs. Chapter 1, "What Every Life Science Teacher Should Know About Using Vertebrate Animals in the Classroom and in Science Projects," discusses procurement and maintenance of animals, accidents involving animals, disposal of dead animals, and diseases that can be transmitted from animals to humans. Chapter 2, "The 3 R's: Reduction, Refinement, and Replacement," includes biology teaching objectives, alternatives that use the 3 R's, and lessons that use the 3 R's. Chapter 3, "Ethical Considerations," presents a field guide to the animal rights controversy and lessons that explore ethics. Chapter 4, "Resources," provides information on teaching materials, publishers and vendors, and selected organizations. Copies of the National Association of Biology Teachers (NABT) policy statement on animals in biology classrooms and the NABT guidelines for the use of live animals are included. Appendices include the following: (1) principles and guidelines for the use of animals from the National Academy of Science, the National Research Council, the Institute of Laboratory Animal Resources, and the Canadian Council on Animal Care; and (2) rules of the International Science and Engineering Fair, the Westinghouse Science Talent Search, the Animal Welfare Institute, and the Youth Science Foundation. Lists of 70 references and 50 curriculum guides consulted are provided. (KR)

Education; *Environmental Influences; Federal State Relationship; Higher Education
IDENTIFIERS- *Environmental Awareness; *Minnesota

This biennial conference, attracted approximately 300 environmental educators from Minnesota. Included in this document are: (1) the purpose, the rationale, and the overview of the conference; (2) the state legislature perspective highlighting policies and finances; (3) the state agencies' perspective focusing on entitlements; (4) a summary of reactions from participants to the legislative and agency proposals for implementation; (5) a summary of the presentation from the post-secondary panel; (6) a summary of the panel presentation on specifications from the National Environmental Education Act (H.R. 3684); (7) the common priority of needs of environmental educators in tabular form; (8) a summary of perceived regional priorities; and (9) appendices which contain a detailed annotation of the priorities, goals, and objectives for elementary schools, secondary schools, post-secondary schools, nature learning centers, community outreach programs, local government agencies, and state/federal agencies, as well as contact information for regional representatives from these diverse organizations. (JJK)

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Curriculum Development; Elementary Education; Music; *Music Education; Public Schools; State Curriculum Guides; State Standards; *Student Educational Objectives

IDENTIFIERS- *Oregon

This document outlines a K-6, total music, instructional program for the state of Oregon. Ten comprehensive strands (valuing music, developing music literacy, performing music, creating music, studying essential learning skills, using instruments in general music, using electronics in music, performing choral music, performing band music, and performing strong orchestra music) provide a model for school districts to use as they plan, equip, and define the content of general and performance/elective music classes. Each of the 10 strands is accorded an overall objective; for example, with valuing music, the overall objective is: "students will develop an appreciative sense of the music's personal, cultural, and societal value." Each strand also contains a series of goals designed to bring about the strand's overall objective. This document takes each of these curricular goals (within each strand) and presents the goals and learning outcomes to be achieved at each grade level. (DB)

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- European History; Foreign Countries; Foreign Culture; *Global Approach; Grade 5; Grade 6; Interdisciplinary Approach; Intermediate Grades; Learning Activities; Skill Development; *Social Studies; Student Educational Objectives; Teaching Guides; Units of Study
IDENTIFIERS- *Europe; *Global Education

An interdisciplinary unit written for upper elementary or middle school students is designed to help students to develop a global perspective by discovering their many connections to the world through an in-depth study of Europe. The unit deals with concepts and skills from geography, history, anthropology, economics, language arts, earth and life sciences, and the arts. A teacher's guide organizes the unit into five lessons: (1) discovering European connections through the print media; (2) finding European links in cars and clothing; (3) gathering information through parent interviews; (4) discovering cultural universals in European folktales; and (5) doing "links" projects in the community. The lessons are planned to help students develop the skills they need to collect data through interviews and other means, to analyze the results, to draw conclusions about their individual and their community's European connections, and to organize and write their papers. Student materials contained in this document include research sheets, maps, suggestions for student projects, and discussion guides. (DB)

Departments, 1975 and 1991; (6) Women Chairs of Academic Departments, 1990-91; and (7) Women Physicians by Activity and Specialty. Figure 1 illustrates full-time medical school faculty by rank and gender; figure 2 presents full-time medical school faculty by degree and gender; and figure 3 shows ethnicity of female faculty in U.S. medical schools (1991). (LL)

ED 340 677 SP 033 475

Duhon-Haynes, Gwendolyn Mary; Duhon-Sells, Rose Marie
Domestic Violence: Its Past, Causes and Effects, and Implications for Society.
PUB DATE- Nov 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Battered Women; Child Abuse; Court Role; *Family Violence; Marital Instability; Physician Patient Relationship; Police Action; *Social Change
IDENTIFIERS- *Causal Influences; *Control (Social Behavior); Historical Background; Private Sector Initiative Programs; Shelters

This report defines domestic violence as a method of maintaining control through the use of force. An historical perspective is presented which describes the many centuries during which men legally wielded absolute power over their wives and children, who were considered to be chattel of the husband. Different hypotheses suggest various causal factors for child and spouse abuse, including psychiatric and psycho-social disorders, and sociopolitical causes. Violence usually enters a marriage early, in a relatively innocuous form, but over time it changes as does the marital relationship. Types of behavior (on the part of the abused) considered to be provocative are listed, including nagging, aggression, submission, dominance, or emasculation. Among these types, the only discernible pattern is that the behavior represents a woman's failure or refusal to comply with her husband's wishes. Numerous personal, social, and material reasons why women fail to make a permanent break from a violent relationship are discussed. The paper concludes with societal responses: the critical role played by police; the judicial response; shelters that provide services to women and children; ways in which physicians can assist victims; and a description of a unique private sector initiative to aid battered women. (LL)

Carter, Marcia Jean; And Others
Designing Therapeutic Recreation Programs in the Community.
PUB DATE- 91
NOTE- 391p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adults; At Risk Persons; *Community Services; *Disabilities; Needs Assessment; Program Content; *Program Development; Program Evaluation; Program Implementation; *Therapeutic Recreation
IDENTIFIERS- *Americans with Disabilities Act 1990; *Leisure Services; Risk Management

This publication is designed to assist in the development of therapeutic recreation services in the community and may also be used in the preparation of procedural manuals or risk management plans. Therapeutic recreation is defined as the process of assessment, planning, implementation, and evaluation, applied through a helping relationship to improve functional behaviors and enhance leisure function commensurate with each participant's ability level. The sequence of the text reflects the order to follow when either initiating or redesigning services and is organized into six parts: (1) assessment; (2) demographic information, functioning characteristics, and needs of persons with disabilities; (3) program planning; (4) program operation; (5) implementation; and (6) evaluation. Each part includes an introduction, a summary, a list of key terms, training experiences and study questions, and references. The document concludes with four appendixes: "Assessment and Evaluation Instruments and Resources"; "Accessibility Survey List"; "Integration Planning and Evaluation Documents"; and "Sample Volunteer Manual Contents." (LL) education represents a policy issue for all levels of government. Ten figures, one table, and a 33-item list of references are included. Four appendices contain four tables of expenditure and resource data. (SLD)

So You Have Chosen an Unequal Cell Size ANOVA Option--Do You Really Know What You Have?

PUB DATE- Nov 91
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (20th, Lexington, KY, November 12-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Variance; Computer Software Evaluation; *Decision Making; Equations (Mathematics); Mathematical Models; *Regression (Statistics); *Research Design; *Sample Size
IDENTIFIERS- *Nonorthogonal Variables; Statistical Analysis System; Statistical Package for the Social Sciences; *Variance Partitioning

The objective of this investigation was to take a small data set that represents unbalanced factorial designs and explain by example how the variance is partitioned when using the various options from the Statistical Package for the Social Sciences (SPSSX) and Statistical Analysis System (SAS). That the unequal cell size analysis of variance (ANOVA) is in the typical situation a special case of multiple regression is demonstrated. Specifically, the study describes how the variance is being partitioned when options 9 (unique) or 10 (hierarchical), or default from SPSSX and Type I or Type III sums of squares options from SAS are chosen. Data (N=39 scores) used in the demonstration analyses using the different methods have three levels of Factor A and two levels of Factor B, and the number of observations in the cells are not equal. The analytic examples give researchers a better idea of what is happening when different sums of squares options in SAS or various options in SPSS are used. Two tables present data from the analysis and five figures illustrate the partitioning. A 10-item list of references is included. (SLD)

ED 340 735 TM 017 792

O'Neal, Marcia R.
A Comparison of Methods for Detecting Item Bias.
PUB DATE- Nov 91
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (20th, Lexington, KY, November 12-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; Comparative Analysis; Correlation; Difficulty Level; Females; Grade 9; High Schools; *High School Students; *Item Bias; *Language Tests; Males; *Mathematics Tests; Minimum Competency Testing; Pilot Projects; *Reading Tests; Test Construction; *Test Items; White Students
IDENTIFIERS- *Alabama Basic Competency Tests; Angoff Methods; Delta Plot; Distractor Technique; Mantel Haenszel Procedure; Procedure (Angoff)

Six item bias detection techniques (distractor analysis, the Mantel-Haenszel procedure, Angoff's delta plot, Angoff's modified delta plot, Stricker's partial correlation index, and direct comparison of item difficulties) were compared for their ability to identify biased items at three stages of test development. The techniques were applied to items administered during the spring 1989 item pilot (n=about 1,000 for each of 36 forms), the fall 1989 form pilot (n=about 460 for each of three tests), and the spring 1990 final test version (n=about 46,000 each for the reading, mathematics, and language tests) of the Grade 9 Alabama Basic Competency Tests. Four subgroup pairs were analyzed for the reading, mathematics, and language tests; each administration; and each technique. The subgroup pairs included black versus white females, black versus white males, black females versus black males, and white females versus white males. The method with the greatest stability across administrations was the direct difficulty difference, followed closely by distractor analysis. The Mantel-Haenszel procedure and the partial correlation index both showed weak to moderate stability. The poorest results concerning stability were found for both Angoff techniques. The modified Angoff version is not a desirable technique, since it can identify inappropriate items. Results suggest the possible use of more than one index to examine a set of items. A 60-item list of references is included. (SLD)

ED 340 736 TM 017 793

Connell, Peggy H.
An Analysis of Aptitude-Achievement Discrepancy Formulas in Learning Disability Assessment.
PUB DATE- Nov 91
NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (20th, Lexington, KY, November 12-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Analysis of Variance; Aptitude Tests; Comparative Testing; *Educational Diagnosis; Elementary Education; *Elementary School Students; Estimation (Mathematics); *Intelligence Tests; *Learning

ED 340 753 TM 018 009

Banta, Trudy W.
Toward a Plan for Using National Assessment To Ensure Continuous Improvement of Higher Education. Draft.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 30 Sep 91
NOTE- 50p.; Commissioned paper prepared for a workshop on Assessing Higher Order Thinking & Communication Skills in College Graduates (Washington, DC, November 17-19, 1991), in support of National Education Goal V, Objective 5. For other workshop papers, see TM 018 010-024.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *College Graduates; *Communication Skills; *Critical Thinking; *Educational Assessment; Educational Improvement; Educational Objectives; Evaluation Utilization; Higher Education; Measurement Techniques; National Programs; Outcomes of Education; *Problem Solving; Student Evaluation; Testing Programs; *Thinking Skills
IDENTIFIERS- America 2000; *National Education Goals 1990

An outline is provided for a national educational assessment and improvement plan as suggested by the National Education Goals of 1990. The following implicit assumptions underlie National Education Objective 5.5: (1) abilities to think critically, communicate effectively, and solve problems can be defined and the definitions can be agreed upon as desired instructional objectives; (2) defined abilities can be taught in ways that engage students and promote learning; (3) reliable and valid measures of these abilities can be identified and created; (4) measures of student attainment can be administered to college graduates in settings that encourage their best efforts; and (5) results of such assessment will be used to improve instruction. Under prevailing conditions in American higher education, little support for these assumptions exists. Current measurement theory is inadequate to provide direction for teaching and learning, and the act of assessing student abilities will not, in and of itself, improve those abilities. If decision makers believe that the national interest will be best served by a comprehensive postsecondary assessment program, the principles of continuous improvement applied in industry should be used to link faculty goal-setting, staff development, assessment of instructional resources and student outcomes, and uses of assessment results for educational improvement. A 55-item list of references is included. Reviews by N. Frederiksen and by B. Wright and T. Marchese of this position paper are provided. (SLD)

ED 340 754 TM 018 010

Cappelli, Peter
Assessing College Education: What Can Be Learned from Practices in Industry?
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 40p.; Commissioned paper prepared for a workshop on Assessing Higher Order Thinking & Communication Skills in College Graduates (Washington, DC, November 17-19, 1991), in support of National Education Goal V, Objective 5. For other

ED 340 770 TM 018 026

Testing in American Schools: Asking the Right Questions. Full Report.
PUB DATE- Feb 92
NOTE- 314p.; For related documents, see TC 018 025-038.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Change; Educational History; Educationally Disadvantaged; Educational Policy; Educational Technology; *Educational Testing; Elementary Secondary Education; *Federal Government; Foreign Countries; *Government Role; *National Competency Tests; National Programs; Policy Formation; *Standardized Tests; Student Evaluation; Testing Problems; Testing Programs; *Test Use
IDENTIFIERS- Alternatives to Standardized Testing; National Assessment of Educational Progress; Office of Technology Assessment; Performance Based Evaluation; United States

This report is aimed at helping Congress better understand the functions, history, capabilities, limitations, uses, and misues of educational tests; learn more about the promises and pitfalls of new assessment methods and technologies; and identify and weigh policy options affecting educational policy. To prepare this report, the Office of Technology Assessment (OTA) examined technological and institutional aspects of educational testing. This report synthesizes the OTA's findings and outlines options for congressional action. The following chapters are included: (1) "Summary and Policy Options"; (2) "Testing in Transition"; (3) "Educational Testing Policy: The Changing Federal Role"; (4) "Lessons from the Past: A History of Educational Testing in the United States"; (5) "How Other Countries Test"; (6) "Standardized Tests in Schools: A Primer"; (7) "Performance Assessment: Methods and Characteristics"; and (8) "Information Technologies and Testing: Past, Present, Future." The OTA concludes that examining the capability of tests to meet specific objectives is necessary to resolve the conflict over testing in American schools. Issues now before the Congress that could fundamentally alter American testing are changes to the National Assessment of Educational Progress, proposals for national testing, and revisions to provisions for educationally disadvantaged children. Appendix A provides a 63-item list of acronyms, and Appendix B provides a 12-item bibliography of related contractor reports. (SLD)

ED 340 771 TM 018 027

Bunderson, C. V.; And Others
Computers in Educational Assessment: An Opportunity To Restructure Educational Practice.
SPONS. AGENCY- Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- 21 Dec 90
NOTE- 81p.; Contractor report prepared for the Office of Technology Assessment titled "Testing in American Schools: Asking the Right Questions." For related document, see TM 018 025.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Assisted Instruction; *Computer Assisted Testing; Computer Software; *Educational Assessment;

ED 340 787 UD 027 919

Cromer, Janis L.; Steinberger, Elizabeth D.
Expanding Horizons: A Vision for Our High Schools. Report and Technical Report.
SPONS. AGENCY- Josiah Macy, Jr. Foundation, New York, N.Y.
PUB DATE- Oct 90
NOTE- 250p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Development; *College Preparation; *Educational Improvement; Health Occupations; High Schools; *High School Students; *Minority Groups; *Outcomes of Education; Program Descriptions; Program Evaluation; Student Characteristics; Urban Schools

This two-volume document evaluates a college preparation program to encourage minority group high school students to pursue careers in medicine and the health sciences. The following student characteristics are reported: (1) more than 90 percent are members of minority groups; (2) the majority come from low-income single-parent families; and (3) most were not considered academically gifted when they entered the program. The following outcomes are reported: (1) one-quarter of participants seek advanced-placement college courses; (2) participants' scores on the Scholastic Aptitude Tests (SATs) exceed the norms for their racial/ethnic groups; and (3) more than 90 percent of program graduates enroll in college, pursuing majors in medicine, biomedical science, and other health-related fields. The following support and guidance features are reported: (1) counseling services; (2) summer academic programs; (3) extended school day programs; and (4) adequate program funding. The following teacher and instructional characteristics are reported: (1) inservice teacher education; (2) a wide variety of instructional strategies; (3) independent learning; (4) hands-on learning; (5) highly integrated learning; (6) frequent monitoring and evaluation; and (7) maximizing time-on-task. Issues and program dynamics that affect replication are discussed. Biographical sketches of some students are provided in highlighted boxes. Statistical data are presented in 22 tables. A list of 13 references is appended. Volume 1 contains the full report, preceded by an "Executive Summary". Volume 2 contains reports of the site visits made at 6 of the 39 program sites. data are presented in 22 tables. A list of 13 references is appended. (FMW)

ED 340 788 UD 027 966

Evaluation of the Bridge Program.
PUB DATE- 23 Jan 91
NOTE- 95p.; Appendixes not included.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Acceleration (Education); *Dropout Prevention; *Dropout Programs; *High Risk Students; High Schools; *Locus of Control; Mentors; Middle Schools; Secondary Education; *Transitional Programs; Urban Schools; Work Study Programs
IDENTIFIERS- *BRIDGE Program CT; *Hartford Public Schools CT

This evaluation of the 1989-90 BRIDGE Project, a dropout prevention program in Hartford (Connecticut), found that grade 9 students felt a heightened sense of control over their lives

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Compensatory Education; Educational Assessment; Elementary Secondary Education; Evaluation Methods; *Federal Programs; *Portfolios (Background Materials); Program Evaluation; *Program Improvement; Student Evaluation
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Hawkins Stafford Act 1988

This paper addresses methodological and substantive issues regarding the use of portfolios of students' work in Chapter 1 evaluation and program improvement. In evaluations using portfolios desirable characteristics of the evaluation procedure are objectivity, reliability, and validity. The Chapter 1 Evaluation/Program Improvement System (CHEPIS) uses a local evaluation and an annual evaluation. Portfolios are useful sources of evidence about how effectively the Chapter 1 program meets its goals in performance and the duration of performance improvements. Major characteristics of portfolios include the following: (1) portfolios are a form of test and as such, theories and technologies of testing for reliability and validity can apply; (2) they can be useful and legitimate means of gathering data for the CHEPIS as they meet evaluation requirements, help participants draw situation-specific conclusions, and assist the participants in understanding students' learning better; (3) they have particular advantages for use in pre-kindergarten through first grade as they are specific and flexible for evaluating program progress toward desired outcomes; and (4) they have disadvantages as evaluation tools that must be recognized and controlled to the greatest extent possible. Statistical data are provided in two tables and one figure. Thirteen references are provided. (JB)

ED 340 807   UD 028 479

Brooks, Pauline E.; Herman, Joan L.
LA's BEST: An After School Education and Enrichment Program. Evaluation Report.
SPONS. AGENCY- City of Los Angeles, CA. LA's BEST Program.
PUB DATE- 31 Jul 91
NOTE- 207p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- After School Education; *After School Programs; Compensatory Education; Elementary Education; *Elementary School Students; *Enrichment Activities; Program Development; Program Evaluation; Recreational Activities; School Community Relationship; School Districts; Urban Schools; *Urban Youth
IDENTIFIERS- *Los Angeles Unified School District CA

An after-school program for elementary students, LA's BEST, in Los Angeles (California) that was planned and implemented by local civic, education, and community leaders was evaluated in 1990-91. The program intends to provide a safe environment that fosters students' academic, physical, social, and emotional growth; and promotes future business, civic, and community leadership among students. The program is offered free to families at 19 elementary schools located throughout the school district. Findings indicate that compared to the previous year the results are as follows: (1) LA's BEST has successfully added four new sites; (2) more sites offer more major program components; (3) more sites offer a broader array of activities

Disabilities; Models; Regression (Statistics); Scores; *Scoring Formulas
IDENTIFIERS- *Discrepancy Analysis; Kaufman Test of Educational Achievement; Wechsler Intelligence Scale for Children (Revised)

Results of applying different aptitude-achievement discrepancy models for test scores were compared for 150 second, 150 third, 150 fourth, and 130 fifth graders in several school systems in the Southeast who had been referred for psychoeducational testing for learning disabilities to determine whether different groups of students were identified as having a severe discrepancy according to the formula applied. Subjects included 200, 200, and 180 students of low, average, and high aptitude, respectively. Instruments used were the Wechsler Intelligence Scale for Children-Revised (WISC-R) and the Kaufman Test of Educational Achievement (K-TEA). The three models were: (1) simple difference; (2) estimated true difference score; and (3) frequency of regression prediction. A factorial two between- and one within-subjects with repeated measure analysis of variance design was used. The independent variables grade level and aptitude level crossed with the independent variable, discrepancy model. Each set of scores (WISC-R and K-TEA) was tested by each model, and discrepancies were computed. The lack of agreement between the regression model and others suggests that the model chosen could have a severe impact on the identification process. The simple difference and estimated true difference models could be used interchangeably. Implications for identification of aptitude-achievement discrepancies are discussed. Three data tables and a 40-item list of references are included. (SLD)

ED 340 737 TM 017 796

Halpin, Glennelle; McLean, James E.
Sources of Variability in the Angoff Standard-Setting Process.
PUB DATE- Nov 91
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (20th, Lexington, KY, November 12-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Error of Measurement; *Evaluators; High Schools; *Interrater Reliability; Language Tests; Mathematics Tests; Reading Tests; *Scoring; *Secondary School Teachers; *Testing Problems; Test Reliability
IDENTIFIERS- Alabama High School Graduation Examination; *Angoff Methods; *Standard Setting; Variability Measurement

Although the standard-setting method of W. H. Angoff (1971) has broad-based support in the research literature, inconsistencies in the resulting standards do occur. Sources of these inconsistencies are examined in a study of judges, competencies (items), rounds (replications), and the interactions among them. A modified Angoff approach was used to set standards on the Alabama High School Graduation Examination (AHSGE), Second Edition. Thirty-four subject matter high school teachers (judges) convened to set standards for the AHSGE. Data from round-two estimates if made, or round-one estimates otherwise, were analyzed using three-way factorial analysis of variance, with judges, rounds, and competencies as independent variables. The analysis was repeated for reading, language, and mathematics. For language and mathematics, judges accounted for the largest amount of variability. For reading, competencies were the largest source of variability. Although variability

workshop papers, see TM 018 009-024.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Graduates; *Educational Assessment; Educational Improvement; *Evaluation Methods; Evaluation Utilization; Higher Education; *Industry; Job Analysis; National Programs; Occupational Tests; Outcomes of Education; *Personnel Evaluation; *Student Evaluation; Testing Programs; Work Sample Tests
IDENTIFIERS- *National Education Goals 1990; *Performance Based Evaluation

What can be learned from the experience of analyzing jobs and testing employees in industry that can help advance the goal of assessing and improving college performance is summarized. It is apparent that grades, the traditional way of measuring college performance, do not explain much about one's performance in employment. There are two areas where industry assessments are most applicable to the national goal of improving and assessing the performance of college students. The first area concerns efforts to identify knowledge, skills, and abilities that are required for jobs (job analysis). The second area concerns employee assessments, especially in selection tests. Several job analysis methods and selection test types are described, including: (1) ability tests; (2) biodata; and (3) work samples. A first step in making college experiences more accessible and useful for employers would be to assemble information about student performance in more innovative ways. The next step would be to encourage education to be conducted in ways that develop job-related skills. A 54-item list of references is included. The appendixes provide graphs, a chart, and a discussion of job and job functions analyses. Reviews by E. M. Greenberg, M. A. Miller, and M. L. Tenopyr of this paper are provided. (SLD)

ED 340 755 TM 018 011

Dunbar, Stephen B.
On the Development of a National Assessment of College Student Learning: Measurement Policy and Practice in Perspective. Draft.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 1 Oct 91
NOTE- 45p.; Commissioned paper prepared for a workshop on Assessing Higher Order Thinking & Communication Skills in College Graduates (Washington, DC, November 17-19, 1991), in support of National Education Goal V, Objective 5. For other workshop papers, see TM 018 009-024.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College Graduates; Communication Skills; Critical Thinking; *Educational Assessment; Educational Policy; *Evaluation Methods; Evaluation Utilization; Federal Programs; Higher Education; National Programs; Problem Solving; *Program Development; Student Evaluation; Testing Programs; Thinking Skills
IDENTIFIERS- America 2000; *National Assessment of College Student Learning; *National Education Goals 1990

In light of the National Education Goals of 1990, several arguments against any federally funded large-scale census approach to the assessment of college student learning in the

Educational Change; Educational Technology; Elementary Secondary Education; Formative Evaluation; *Management Information Systems; Models; Recordkeeping; Test Construction

This paper examines ways in which hardware and software technologies can be used for effective educational assessment. The analysis considers current uses of computer technology in educational assessment and future applications. Computer systems can integrate administration of measurement instruments, presentation of instructional materials, recordkeeping, and management of instructional activities. Computers can provide a new kind of growth environment for classrooms and learning laboratories, and their introduction is a promising way to stimulate productive learning. Models that do not involve teachers, other educators, and students in slow growth will probably not work. It is best to start where users now are, and introduce formative evaluation as a fundamental aspect of implementation. Eight specific recommendations are given for increasing computer use in schools. Three recommendations dealing with the purposes and methods of testing in the schools are: (1) greatly increase the frequency and variety of help services compared to high-stakes assessments, but balance the two; (2) greatly increase the frequency of formative evaluation, and provide funding and incentives to use the evaluation data for ongoing improvement of educational programs; and (3) increase the use of alternate methods of assessment (i.e., that require human judgment and that measure more complex, integrated, and strategic objectives.) Three recommendations dealing with the new infrastructure for Computerized Educational Assessment (CEA) are: (4) foster new item types and uses of portable answer media in order to utilize the current testing infrastructure more creatively; (5) encourage the development of a localized infrastructure of Integrated Learning and Assessment Systems, and the coordinated evolution of central sites for development of help systems and tests, and for research and development; and (6) encourage the professional development of teachers and other professionals who are knowledgeable and skilled about both the human judgment and the technical aspects of CEA, and are skilled at integrating assessment with instruction. Recommendations dealing with policy are: (7) federal and state policy should both provide research and development funds and stimulate private sector investment in improving technology-based assessment practices; and (8) high professional testing standards must be maintained and must continue to evolve for CEA systems. Eight tables present study data, and two illustrative figures are included. (SLD)

ED 340 772 TM 018 028

Burke, Paul
You Can Lead Adolescents to a Test But You Can't Make Them Try. Final Report.
SPONS. AGENCY- Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- 14 Aug 91
NOTE- 42p.; Contractor report prepared for the Office of Technology Assessment titled "Testing in American Schools: Asking the Right Questions." For related document, see TM 018 025.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; Estimation (Mathematics); *Evaluation Utilization; Information Dissemination; Mass Media

after one year in the program. BRIDGE is a multifaceted program that focuses on reducing the disengagement of at-risk students facing the critical transition from middle school to high school. Special incentives include opportunities for early promotion from grade 7 to grade 9 and a subsidized employment internship while finishing high school. Evaluation information was drawn from the following sources: (1) student information; (2) a Locus of Control Test (LOC); (3) an Attitude toward School survey; (4) interviews with supervisors of working interns; and (5) participant follow-up studies. The following summary conclusions are presented: (1) 65 percent of the participants were promoted to the next grade, despite a 50-100 percent probability of dropping out due to previous retentions; (2) one-third of the participants who had been retained were promoted to the next grade, despite a 100 percent probability of dropping out; and (3) participants expressed an increased "connectedness" with school. Recommendations include monitoring excessive absenteeism, developing more academic support options, and expanding the mentoring component. Statistical data are presented in 31 tables. A list of 21 references and a glossary are included. (FMW)

ED 340 789 UD 028 155

Nobles, Wade W.
The HAWK Federation and the Development of Black Adolescent Males: Toward a Solution to the Crises of America's Young Black Men. Testimony before the Select Committee on Children, Youth and Families. Congressional Hearings on America's Young Black Men: Isolated and in Trouble (Washington, D.C., July 25, 1989).
PUB DATE- 25 Jul 89
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; African Culture; *Black Youth; Economically Disadvantaged; High Schools; Individual Development; *Males; *Racial Bias; Self Actualization; Self Esteem; Social Problems; Urban Problems; *Urban Youth; Young Adults; Youth Problems; *Youth Programs
IDENTIFIERS- African Americans; Masculinity

Sources of the crises faced by young black men lie not in the young men, but in society which portrays them as stereotypes. Social conditions are at the root of the following problems of black males: (1) lowered life expectancy; (2) risk of criminality; (3) poor economic conditions; (4) inadequate education; (5) drugs and gang violence; and (6) health risks associated with sexual behavior. The major societal flaw ultimately is racism. To combat the present devastation of the black community and American society, prevention efforts must promote positive youth development and self-esteem. The overall strategy of the HAWK Federation is to reinforce positive black manhood, grounded in African traditions. The HAWK training program, an attempt to influence the values and moral development of young black men, currently operates in a high school in Sacramento (California). Data from the first year confirm its utility in improving academic achievement. The program, which has intentionally created symbols, rituals, practices, and responsibilities to reinforce positive attributes of black manhood, promises to improve student motivation and school success. Attachments include the following: (1) specifications of the Manhood Training and Development Program; (2) program profiles; (3) a 68-item within each of the individual major program components; and (4) there are fewer weak sites and more solidly-operating and strong programs. With respect to major program goals the program is providing the following: (1) a safe environment for students; (2) enhanced educational opportunities; (3) educational enrichment activities; (4) recreational activities; and (5) interpersonal skills and self-esteem development. Statistical data are included in 30 tables and 14 figures. Five appendices provide a description of program staff, copies of instruments and correspondence, a program schedule, a list of special enrichment activities, and data on gang crime. Also included are five references. (JB)

ED 340 808 UD 028 482

Welch, Olga M.; And Others
Diffusing the Rumors of Inferiority: Creating a Climate of Excellence for Inner-City, College Bound Students.
PUB DATE- Nov 91
NOTE- 34p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (20th, Lexington, KY, November 12-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Aspiration; Classroom Techniques; *College Bound Students; *Educational Environment; Educational Quality; Enrichment Activities; *Excellence in Education; Higher Education; High Schools; *High School Students; *Inner City; Self Esteem; Student Motivation; Teacher Influence; Urban Schools; *Urban Youth
IDENTIFIERS- Academic Self Concept; *Knoxville City Schools TN; University of Tennessee Knoxville

In order to examine the relationship between the development of academic self-esteem and a climate of excellence in the classroom this study compared the experiences of a group of high school students in their two inner-city Knoxville (Tennessee) high schools with their corresponding experiences in a University of Tennessee (Knoxville) sponsored enrichment program, EXCEL. Project EXCEL seeks to provide enrichment for college-bound high school students, emphasizing academic excellence and the internal motivation needed to attain it. Data collection included classroom observations over a 3-year period, in-depth interviews with students and EXCEL teachers, documents related to student performance, and curriculum guides. Thirteen students and four teachers participated in the study. Qualitative analysis of these data indicate the following: (1) academic learning is influenced by the amount of time that students spend engaged in appropriate academic tasks; (2) students' on-task behavior is significantly influenced by teacher-directed learning that is structured, includes corrective feedback, and monitors progress; and (3) development of academic self-esteem was generated through a congruence between teacher philosophy and practice. Further, teacher directed and guided activities can facilitate the construction of personal definitions of scholarship indicating that student development of academic self-esteem may be generated through a combination of factors. Included are 28 references. (JB)

ED 340 809 UD 028 483

LeCompte, Margaret Diane; Dworkin, Anthony Gary
Giving Up on School: Student Dropouts and Teacher Burnouts.

was the focus, the high degree of agreement found is noted, lending credence to the standards set despite some variability. Three tables present study data, and a 15-item list of references is included. (SLD)

ED 340 738 TM 017 799

Bobbett, Gordon C.; French, Russell L.
Assessing School Climate.
PUB DATE- Nov 91
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (20th, Lexington, KY, November 12-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Assessment; *Educational Environment; Factor Analysis; High Schools; Organizational Climate; *Rating Scales; Rural Schools; *Secondary School Teachers; Test Reliability; *Test Use; Test Validity
IDENTIFIERS- Alpha Coefficient; Appalachia; *Internal Consistency; Kentucky; Split Half Test Reliability; Tennessee; *Wayson School Climate and Content Inventory

Use of the School Climate and Context Inventory (SCCI) as a measure of school climate was investigated. The SCCI had previously been used as a measure of climate in a study of six rural high schools in Kentucky and Tennessee; in the current study, the SCCI was administered to 20 faculty members from each school. Split-half correlation and Cronbach's alpha were used to evaluate internal consistency of the SCCI. Factor analysis was also used to evaluate the 45 items and 8 clusters of the SCCI. The evaluation of internal consistency indicates that the SCCI as a whole measures something in a consistent manner. No individual items need to be removed because they consistently lend themselves to multiple interpretations. One of the factor analyses indicates that almost all SCCI items load on one factor. Consequently, the climate of a school may be a whole, rather than a series of parts. The results suggest that there may be as many as 11 distinct factors being measured by the SCCI, although further study is needed to clarify the issue of school climate. Seven data tables and a six-item list of references are included. Appendices present the SCCI and a table of Guttman's partial correlations. (SLD)

ED 340 739 TM 017 800

Bobbett, Gordon C.; And Others
What Do School Report Cards Really Tell Us? (An Analysis of the Relationships among Factors Commonly Reported in School District Report Cards).
PUB DATE- Nov 91
NOTE- 33p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (20th, Lexington, KY, November 12-15, 1991). For a related document, see ED 338 656.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Content Analysis; *Correlation; *Educational Assessment; Elementary Secondary Education; Evaluation Methods; *Outcomes of Education; Regression (Statistics); *Report Cards; *School

United States are presented to clarify challenges to an objective of Goal 5, which specifies that "the proportion of college graduates who demonstrate advanced ability to think critically, communicate effectively, and solve problems will increase substantially." There are really two central measurement problems posed by the initiative. One problem is that of measuring skills in the domains of critical thinking, communication, and problem solving; and the other problem concerns the measurement of social values for educational achievement at the college level. More specific measurement issues for the National Assessment of College Student Learning (NACSL) are: (1) consequences of measurement; (2) content of measurement; and (3) setting standards and determining their stability. Because America 2000 involves many controversial areas in measurement, the development and implementation of the NACSL should proceed slowly and carefully. A research plan is proposed to create the richest possible source of data about college student learning. A 27-item list of references is included. Reviews by J. Chaffee, S. B. Dunbar, and R. K. Hambleton of this position paper are provided. (SLD)

ED 340 756 TM 018 012

Ewell, Peter T.; Jones, Dennis P.
Actions Matter: The Case for Indirect Measures in Assessing Higher Education's Progress on the National Education Goals.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 7 Oct 91
NOTE- 55p.; Commissioned paper prepared for a workshop on Assessing Higher Order Thinking & Communication Skills in College Graduates (Washington, DC, November 17-19, 1991), in support of National Education Goal V, Objective 5. For other workshop papers, see TM 018 009-024.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; College Faculty; *College Graduates; Communication Skills; *Critical Thinking; Data Collection; *Educational Assessment; Educational Objectives; *Evaluation Methods; Higher Education; National Programs; *National Surveys; Problem Solving; Thinking Skills
IDENTIFIERS- America 2000; *Educational Indicators; Indirect Assessment; *National Education Goals 1990; Performance Based Evaluation; Progress Reporting

This paper makes a case for the development of several indirect indicators of national progress in reaching the collegiate attainment objective of the National Education Goals of 1990. These indicators would be developed concurrently with a proposed performance-based assessment to be administered to a national sample of graduating college seniors. Indirect approaches will be easier to develop than direct assessments and will make data available at an earlier point. Specific types of indicators include: (1) institutional curricular and skills requirements for attainment of the baccalaureate; (2) indicators of good instructional practice consistent with the development of critical thinking and communication abilities; (3) national transcript studies; (4) faculty teaching practice surveys; and (5) surveys of current and graduating students. The strengths and weaknesses of these approaches are summarized. Because of the special nature of indirect indicators the standard review questions for these papers do not apply. Two figures illustrate the arguments, and an 18-item

Role; *National Programs; National Surveys; *Scoring; Secondary Education; Standardized Tests; *Student Motivation; Testing Problems; *Testing Programs
IDENTIFIERS- *National Assessment of Educational Progress

The strengths and weaknesses of the National Assessment of Educational Progress (NAEP) are discussed. The NAEP estimates the number of students who are more likely to do certain problems correctly than other students. NAEP reports the numbers, briefly describes the problems, and says that more students need to do these problems correctly. The press largely reports this news as presented. Reporters are not usually investigators, and the news media, which are not refereed journals, do not conduct their own reviews to see if NAEP reports are correct. More lead time for reporters and having each NAEP report give a clear summary of the limitations of the data would help improve coverage and the dissemination of NAEP information. However, the limitations of NAEP data are significant, particularly those caused by lack of student motivation to do well on the test and difficulty in describing the knowledge shown by students. These characteristics weaken policymakers' ability to draw conclusions from NAEP results. An appendix provides 12 graphs and 1 table that illustrate how student scores are calculated and how NAEP estimates the likely proficiency of students. (Author/SLD)

ED 340 773 TM 018 029

Applications in Educational Assessment: Future Technologies.
SPONS. AGENCY- Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- Feb 90
NOTE- 75p.; Contractor report prepared for the Office of Technology Assessment titled "Testing in American Schools: Asking the Right Questions." For related document, see TM 018 025.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Computer Simulation; Computer Software; *Computer Uses in Education; Educational Assessment; Educational Change; Educational Improvement; *Educational Technology; Elementary Secondary Education; Futures (of Society); *Interactive Video; Models; *Multimedia Instruction; *Student Evaluation; *Technological Advancement; Word Processing
IDENTIFIERS- *Intelligent Tutoring Systems

The development of improved and alternative methods of educational assessment should take advantage of technologies that enable different aspects of learning, teaching, and student achievement to be part of an improved assessment system. The current understanding of knowledge assessment, new approaches to assessment, and technologies that may enhance assessment are discussed. Emphasis is on computer-based and visual technologies that may contribute to new assessment methods and scenarios concerning the ways technology-enhanced assessment may function in the social and organizational context of schooling. Five categories of technologies that support key features of new assessments are: (1) intelligent tutoring systems; (2) simulations and modeling programs; (3) multimedia systems; (4) tool software (such as word processors and writing environments); and (5) video technology that can record student responses. Three scenarios for the implementation of new technologies in assessment are presented. To the extent that new assessment tasks can sample a broad range of skills, the opportunity for students from different

bibliography; and (4) the prospectus for the Center for Applied Cultural and Educational Achievement. (SLD)

ED 340 790 UD 028 192

Hill, Paul, Jr.
"Forward To the Past": Africentric Rites of Passage.
PUB DATE- 6 May 91
NOTE- 23p.; Paper presented at the Conference of the 21st Century Commission on African-American Males (Washington, DC, May 24, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Development; *Adolescents; African Culture; At Risk Persons; Black Attitudes; Black Community; Black Culture; *Black Youth; Economically Disadvantaged; *Males; Socialization; Urban Problems; *Urban Youth; Youth Problems; *Youth Programs
IDENTIFIERS- *African Americans; Afrocentrism; Ohio (Cleveland); Puberty Rites; *Rites of Passage

No ceremony or rite exists to usher the African American male youth into proper manhood. Such ceremonies, referred to as rites of passage, mark commonly agreed-upon standards, activities, tasks, and trials that each youth must master to achieve the community-sanctioned title "man." The clear articulation and subsequent implementation of such a process will have a measurable effect in reducing the effect of current destructive forces in American urban society to which the African American male child is exposed. The basis of these rites of passage is found in African heritage. In American society, schools do not fulfill the requirements of a true rite of passage. Development of an Africentric rite of passage should begin with an examination of the principles of education and socialization found in Africa. An example of such a process is the Simba Wachanga (Kiswahili for "young lions") program in Cleveland (Ohio). With the addition of a component for females, this program evolved into an Africentric rite of passage that was replicated successfully throughout Ohio. Rites of passage for African American youth must be Africentric and grounded in the black value system. The concept provides an opportunity to develop and nurture a much-needed generation of African American youth. (SLD)

ED 340 791 UD 028 310

Webster Avenue Family Resource Center Annual Report 1989.
PUB DATE- 89
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Role; *At Risk Persons; Black Family; *Community Centers; Day Care; *Family Programs; Hispanic Americans; Minority Groups; Outreach Programs; Parent Education; *Parent Participation; Program Evaluation; Sex Education; Social Services; Spanish Speaking; Urban Problems
IDENTIFIERS- *New York (Rochester)

For the Webster Avenue Family Resource Center (WAFRC) in Rochester (New York), growth and diversity marked 1989, with a total of 615 persons (up from 512 in 1988) from 273 families participating in over 12,000 hours of service. There was a

PUB DATE- Oct 91
NOTE- 313p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Dropouts; Educational Change; Elementary Secondary Education; *Etiology; High Risk Students; Potential Dropouts; Social Problems; *Student Alienation; Student Characteristics; Teacher Alienation; *Teacher Burnout; Teacher Characteristics; *Withdrawal (Education)

This book examines the thesis that teacher burnout and student dropout stem from the same source, a process of alienation causing students and teachers to "give up on school." The first chapter outlines the size of the problem and some of the specific conditions that contribute to it. The second chapter examines the context of cultural expectations: macro-level changes that have led to alienation because they make obsolete the behaviors and beliefs that once constituted effective ways for people to confront their social, intellectual, and physical environments. The third through sixth chapters discuss characteristics of students who are "at risk" and who have dropped out and teachers who are burned out or are planning to quit the profession, addressing many of the factors that led them to give up on schooling. The seventh chapter interprets and integrates the experiences of students and teachers with respect to current alienation theory. The eighth chapter presents a model to describe the process of giving up on school. The ninth chapter examines what has been done in education to reform it and how these reforms have failed. The 10th chapter explicates the directions of future reform and offers a range of suggestions for change. Included are over 500 references. (JB)

ED 340 810 UD 028 484

Gibson, Margaret A., Ed.; Ogbu, John U., Ed.
Minority Status and Schooling: A Comparative Study of Immigrant and Involuntary Minorities.
PUB DATE- Nov 91
NOTE- 406p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Achievement; Adjustment (to Environment); Black Students; Case Studies; Cross Cultural Studies; *Educationally Disadvantaged; Elementary Secondary Education; *Etiology; *Foreign Countries; Hispanic Americans; *Immigrants; Korean Americans; Mexican Americans; *Minority Groups

This study addresses the question of why some minority groups do relatively well in school, in spite of facing substantial barriers while other minorities confronting similar barriers do far less well in school. The exploration proceeds largely through examining and comparing the school-adaptation patterns of minorities who are relatively successful academically with the adaptation patterns of others who are less successful. As the variability between immigrant and involuntary minorities appears to be an international phenomenon, studies from Australia, New Zealand, Japan, Britain, the Caribbean, and the United States are included. The book is organized into three sections. The first section consists of an introductory chapter discussing the theoretical framework. The second section

Districts; Scores; Test Results
IDENTIFIERS- *Outliers; Tennessee

The relationships among factors reported on school district (SD) report cards were studied for 121 Tennessee SDs. The report cards provided data on student outcomes (achievement test scores) and SD characteristics. Relationships were studied through linear regression, Pearson product moment correlation, and Guttman's partial correlation. Six research questions guided the study: (1) how SD characteristics currently provided on the report cards relate to academic achievement; (2) how reported SD characteristics relate to each other; (3) how SDs perform in terms of the SD and community characteristics reported; (4) whether reported SD characteristics represent all factors that influence student achievement; (5) whether outlier SDs influence this study's findings significantly; and (6) how this study's findings can inform educational policy at state and local levels. The eight factors studied accounted for only 26.5% of that which was related to mean student outcome (MSO) (test scores). Significant correlations were found among 14 of 18 factor combinations. When SDs were rank-ordered, money was not the critical factor in SD performance. The reported characteristics did not represent all of the variables affecting outcome. Outlier schools (top and bottom 10 percents) affected the relationship between the variables considered and MSO. Ways in which these findings can improve educational policy are discussed. Six tables, 22 figures, and a four-item list of references are included. (SLD)

ED 340 740 TM 017 802

Bauer, Sally; And Others
Controlling Curricular Change through State-Mandated Testing: Teacher's Views and Perceptions.
PUB DATE- Apr 90
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Curriculum Evaluation; *Educational Change; *Elementary School Teachers; Evaluation Utilization; Grade 4; Grade 6; Intermediate Grades; Likert Scales; Mail Surveys; Science Tests; Social Studies; *State Programs; *Teacher Attitudes; *Testing Programs; Test Use
IDENTIFIERS- Measurement Driven Instruction; *Program Evaluation Tests NY

The perceptions of elementary school teachers toward the initiation of the New York State program evaluation tests (PETs) in science and social studies were studied. In New York, the PETs are intended to assess the local instructional program, rather than evaluate students. The social studies (grade 6) and science (grade 4) PETs were implemented in 1987-88 and 1989, respectively. Both tests are driven by the state syllabus for elementary school social studies and science. The following groups of 600 teachers each were sampled: (1) fourth-grade teachers; (2) sixth-grade teachers; and (3) teachers for kindergarten through third-grade and fifth-grade. Overall, 477 teachers (27%) responded to a Likert-type mail survey. Responses of fourth-grade and sixth-grade teachers were analyzed for this study. Teachers in general agreed with statements about why program evaluation is conducted, but they also perceived PETs as an assessment of student and teacher list of references is included. An appendix lists several existing survey instruments with potential for measurement in indirect assessment. Comments by R. Calfee, E. M. Greenberg, and M. L. Tenopyr on this paper are provided. (SLD)

ED 340 757 TM 018 013

Lenth, Charles S.
The Context and Policy Requisites of National Postsecondary Assessment. Draft.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 91
NOTE- 41p.; Commissioned paper prepared for a workshop on Assessing Higher Order Thinking & Communication Skills in College Graduates (Washington, DC, November 17-19, 1991), in support of National Education Goal V, Objective 5. For other workshop papers, see TM 018 009-024.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *College Graduates; Communication Skills; Critical Thinking; *Educational Assessment; Educational Improvement; Educational Objectives; Educational Policy; *National Programs; Postsecondary Education; Problem Solving; Program Implementation; *State Programs; *Testing Programs; Thinking Skills
IDENTIFIERS- *National Education Goals 1990

An attempt is made to summarize the perspectives and relevant experience of state-level higher education leadership in responding to the proposals for national assessment resulting from Goal V, Objective 5, of the National Education Goals, which calls for improvement in the critical thinking, ability to communicate, and problem-solving ability of college graduates. It is assumed that national assessment of college graduates' academic skills is feasible and will be developed. The evolution of state-level assessments and policies is traced; and the extent and types of state-level postsecondary testing are reviewed, with particular attention to statewide testing in Washington. States considered are: (1) Georgia; (2) New Jersey; (3) Texas; (4) Florida; (5) Tennessee; and (6) Washington. Also discussed are the purposes and objectives of postsecondary assessment, concentrating on differences between state-level purposes and those of a national assessment, as well as issues of support and commitment necessary to sustain a system of collaborative assessment. State efforts must not duplicate federal efforts, yet any federal effort must include the states from the beginning. Reviews by R. Calfee, R. L. Larson, and R. G. Swanson of this position paper are provided. (SLD)

ED 340 758 TM 018 014

Loacker, Georgine
Designing a National Assessment System: Alverno's Institutional Perspective.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 79p.; Commissioned paper prepared for a workshop on Assessing Higher Order Thinking & Communication Skills in College Graduates (Washington, DC, November 17-19, 1991), in support of National Education Goal V, Objective 5. For other

groups to display competence is enhanced. A 72-item list of references is included. An appendix lists 10 examples of educational software from the 5 categories. (SLD)

ED 340 774 TM 018 030

Kober, Nancy
The Role and Impact of Chapter 1, ESEA, Evaluation and Assessment Practices. Part I: The Legal and Regulatory Framework for Chapter 1 Evaluation and Assessment; Part II: General Findings from Background Research; Part III: Case Studies; Part IV: Federal Policy Options.
SPONS. AGENCY- Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- Jun 91
NOTE- 131p.; Contractor report prepared for the Office of Technology Assessment titled "Testing in American Schools: Asking the Right Questions." For related document, see TM 018 025.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; Economically Disadvantaged; *Educational Assessment; Educational Finance; Educational History; Educationally Disadvantaged; Educational Policy; Elementary Secondary Education; Federal Legislation; *Federal Programs; *Program Evaluation; School Districts; *Supplementary Education
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Elementary Secondary Education Act; Hawkins Stafford Act 1988

Chapter 1, Title I of the Elementary and Secondary Education Act of 1965 (ESEA) is the largest Federal program aiding elementary schools and secondary schools. Some 51,000 schools, including over 75% of the nation's elementary schools, receive Chapter 1 money, which they use to prove supplementary educational services to low-achieving students in poor neighborhoods. Evaluation requirements have been part of the authorizing law since it was first enacted. The 1988 amendments that govern the program today continue evaluation requirements. Chapter 1 offers an example of the way that Federal policy affects state and local decisions about evaluation and instruction. This study presents an overview of the role of evaluation in Chapter 1, a brief history of the evaluation requirements under Chapter 1, a description of the current evaluation and program improvement provisions, and an analysis of the cumulative effect of the Federal framework. This report includes the following parts: (1) the legal and regulatory framework for Chapter 1 evaluation and assessment; (2) general findings from background research; (3) case studies of the impact of Chapter 1 evaluation and assessment requirements on two local school districts; and (4) Federal policy options. Fifty-eight endnotes are listed. (SLD)

ED 340 775 TM 018 031

Madaus, George F.; Kellaghan, Thomas
Examination Systems in the European Community: Implications for a National Examination System in the United States.
SPONS. AGENCY- Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- Apr 91
NOTE- 118p.; Contractor report prepared for the Office of Technology Assessment titled "Testing in American Schools: Asking the Right Questions." For related documents, see TM 018

related growth in space and staff. Diversity was enhanced through the following means: (1) development and implementation of a project for post-teen mothers; (2) a new approach to parent education through sessions on Thursday mornings; and (3) a community fashion show. Center programs include the following services: (1) parent education courses and workshops; (2) extended hours for parent education and child care; (3) parent and child social activities; (4) neighborhood outreach, often targeting single parents; (5) the Young Adult Mothers project for 18 to 25-year-olds; (6) volunteer programs to augment center staff; (8) job skills project; (9) an early childhood program of respite care once a week; (10) child care during center programs; (11) sexuality education in English and Spanish; and (12) program evaluation. Staffing and budget changes reflect the increased services that the WAFRC offers. Major challenges facing the WAFRC are transportation for program participants and more space for activities. A balance sheet for January 1, 1989 to December 1, 1989 is included. (SLD)

ED 340 792 UD 028 404

Partee, Glenda
Strategies for Increasing the Achievement and Attainment of At-Risk Hispanic Females through Vocational Education.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Hispanic Policy Development Project, Inc., New York, NY.
PUB DATE- Aug 88
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Disadvantaged Youth; *Educational Attainment; *Females; *High Risk Students; *Hispanic Americans; Intermediate Grades; Middle Schools; National Surveys; Outcomes of Education; Secondary Education; *Secondary School Students; Sex Role; Urban Schools; *Vocational Education

A survey was done to identify model programs and approaches in vocational education at the middle school and secondary school levels that target at-risk Hispanic American females. That survey polled state education vocational education directors and vocational sex equity coordinators in 27 states and the District of Columbia. The study sought to identify program components and practices associated with improved academic and employment outcomes for these students and to generate discussion within the sex equity and vocational education communities. The programs that focused on serving this special population tended to do the following: (1) systematically address the barriers that at-risk Hispanic American females face to greater and more diverse participation in vocational education; (2) use Hispanic American role models and businesses; (3) collaborate with community-based organizations; (4) examine the role of Hispanic culture, specifically the influence of home and family, male and female relations, and level of group acculturation; and (5) use approaches impacting the course-taking behaviors of females and the acquisition of technical, basic, and English language skills. A section is included which describes eight programs that target at-risk Hispanic American female students. The document also includes an appendix listing programs serving but not targeting Hispanic American females, and an appendix describing selected programs from the first appendix. Included are one table and 18 references. (JB) comprises 10 case studies: 3 on immigrant minorities, 3 comparing immigrant and involuntary minorities, and 4 focusing on involuntary minorities. Most but not all of the case studies are based on ethnographic data collected by the authors. The third section summarizes the book and discusses some implications for policy and practice. Each chapter has an extensive list of references. Included is a 57-item annotated list of supplementary readings. (JB)

ED 340 811 UD 028 485

Child Welfare Reform. Report Series.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; Foundation for Child Development, New York, N.Y.
PUB DATE- Oct 91
NOTE- 68p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Abuse; Child Advocacy; Children; Childrens Rights; *Child Welfare; *Family Programs; Federal Legislation; Federal Programs; *Social Action; Social Problems; *Welfare Services
IDENTIFIERS- *Reform Efforts

This monograph synthesizes information presented at a July 10, 1991, Congressional staff briefing on many dimensions of the child welfare service system and its reform. Summaries of the participants' statements at the briefing are presented and a reproduction of a background paper on child welfare: "Child Welfare: The Context for Reform" (Brenda G. McGowan), is included. Of two panels, one addressed the roles of professionals and other workers in the system, and the other panel reviewed private and public perspectives on how to improve the current system. Both panels illustrate the need for reform through references to the types of injuries and threatened injuries to children. In addition, several panelists express appreciation for the steady stream of supportive services delivered to children and families. Panelists emphasize the need for balance between prevention programs and investigation and treatment efforts. The background paper presents the context for reform by reviewing the evolution of child welfare services, presenting an overview of child welfare services as they are today, and reviewing promising approaches and recommendations for change. Statistical data are provided in seven figures and three tables. Also included are a briefing agenda; a list of panel speakers and resource personnel; and appendices containing a "Federal Legislative Framework for Service Provision" and a list of organizational resources. There is a 115-item list of references. (JB)

ED 340 812 UD 028 486

Farber, Barry; Ascher, Carol
Urban School Restructuring and Teacher Burnout. ERIC/CUE Digest, Number 75.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC

performance and a means of encouraging teachers to teach social studies and science. Teachers indicated some general negative attitudes toward the PETs and had mixed responses concerning how PETs were being perceived and used in their schools. Fourth-grade teachers, who had one more year of experience with the test, were somewhat more positive about the usefulness of the test and were more likely to have changed their teaching as a result of the PETs. Both groups reported including changes in teaching strategies that reflected the structure of the tests. It is too early to tell if changes in content coverage and the real adoption of the syllabus will occur as a result of these tests. Four tables present study data, and a 10-item list of references is included. (SLD)

ED 340 741　　　　TM 017 803

Bogotch, Ira E.; Taylor, Dianne L.
Discretionary Assessment Practices.
PUB DATE- Nov 91
NOTE- 38p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (20th, Lexington, KY, November 12-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Administrator Attitudes; Administrator Role; Classroom Observation Techniques; Decision Making; *Educational Assessment; Educational Practices; Elementary Secondary Education; *Evaluation Methods; Interviews; *Principals; Standardized Tests; *Teacher Evaluation; Videotape Recordings

Descriptive statements of evaluation practices by principals were studied concerning normative expectations and J. Dewey's general logic of experience. Focus was on describing what principals think and do in terms of evaluation as a step toward bringing evaluation specialists and educational practitioners into a closer working relationship. Four elementary school and two secondary school principals from a large urban school district were videotaped while talking about their experiences. All of the subjects referred to standardized tests as the primary measure used to evaluate academic achievement. Although they described standardized tests as a necessary evil, principals often pressured teachers to teach subject matter in the way it is to be tested. Principals described several qualitative evaluation techniques; focused on aspects of education beyond academic excellence, such as children's self-esteem, cultural diversity, and extracurricular activities; and recognized that evaluation, while subjective, involves trying to understand the total school context on a daily basis. Although gaps exist concerning the logic and coherence among processes and indicators by Dewey's standards, little evidence of final judgments and opinion-centered evaluation was found. Principals do not believe that formal evaluations tell them much about teachers, yet they must rely on them. Evaluation now occurs haphazardly and informally. Recommendations are made for the improvement of principals' evaluation decisions. One table and two figures present data from the study. A 23-item list of references is included. (SLD)

ED 340 742　　　　TM 017 807

Trevisan, Michael S.; Sax, Gilbert
Estimating the Optimum Choice Format Using an Incremental Option

workshop papers, see TM 018 009-024.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Accountability; *College Students; *Educational Assessment; Educational Change; Educational Improvement; Evaluation Methods; Evaluation Utilization; Higher Education; National Programs; *Outcomes of Education; Program Design; Program Evaluation; Psychometrics; *Student Evaluation; *Systems Development
IDENTIFIERS- *Alverno College WI; National Education Goals 1990; Performance Based Evaluation

Lessons from the 18-year institutional experience of Alverno College in Milwaukee (Wisconsin) with assessment for the improvement and verification of student learning are summarized. Principles are described that should inform a national assessment system with the dual purposes of improvement and accountability by incorporating the following key elements: (1) public abilities/outcomes and developmental performance criteria; (2) multiplicity of performances across varied contexts; (3) feedback and opportunities to interpret information received; (4) relation to instruction; (5) analysis of patterns of change over time; (6) provision for research and evaluation; (7) a context that supports assessment; and (8) a supporting conceptual framework of explicit educational values, assumptions, and principles; an articulated assessment theory; and an articulated psychometric theory. These elements are considered in light of the Alverno College assessment program. Designers of a national system should attempt to include these essentials to assure improvement in education. One three-page figure outlines the Alverno system. A 99-item list of references is included. Five appendices give additional information about assessment at Alverno. Reviews by E. M. Greenberg, M. A. Miller, and M. L. Tenopyr of this paper are provided. The author's response to these reviews is included. (SLD)

ED 340 759 TM 018 015

Mentkowski, Marcia
Designing a National Assessment System: Assessing Abilities that Connect Education and Work.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 94p.; Commissioned paper prepared for a workshop on Assessing Higher Order Thinking & Communication Skills in College Graduates (Washington, DC, November 17-19, 1991), in support of National Education Goal V, Objective 5. For other workshop papers, see TM 018 009-024.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Accountability; Adult Literacy; *College Graduates; Communication Skills; Critical Thinking; *Educational Assessment; Educational Improvement; Education Work Relationship; Higher Education; *National Programs; *Outcomes of Education; Program Evaluation; Relevance (Education); *Systems Development; *Thinking Skills
IDENTIFIERS- Alverno College WI; America 2000; *National Education Goals 1990

025 and TM 018 037.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Entrance Examinations; Educational Assessment; *Educational Change; Educational Policy; Elementary Secondary Education; Evaluation Methods; *Foreign Countries; *National Programs; *Public Schools; Standardized Tests; Student Evaluation; Testing Problems; *Testing Programs
IDENTIFIERS- *European Community; United States

Whatever the cause of present-day problems in American education, there is little doubt that proposals for national curricula and examinations are a response to widely-held perceptions of serious problems in the schools. Although national examinations have been proposed, there has been little consideration of their purposes and structures. The evolution of testing policy in the United States is reviewed, and six proposals to establish national examinations in this country are considered. The second part of the paper describes the complexity, operation, and contexts of the examination systems of the member countries of the European Community, with particular attention to France, Germany, and the United Kingdom. The focus is on examination systems with the function of certifying students, rather than examinations that are national assessment systems similar to the National Assessment of Educational Progress. Whether or not national examinations would work in the United States as they do in Europe is not clear. European countries do not have external systems of examination outside the public school examination system, and teachers and government inspectors are an integral part of the school examination system. In the United States, a new infrastructure will be required for national examinations. Seven tables present comparative information about the European examination systems. An 185-item list of references is included. (SLD)

ED 340 776 TM 018 032

Meister, Gail R.
Assessment in Programs for Disadvantaged Students: Lessons from Accelerated Schools.
SPONS. AGENCY- Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- Mar 91
NOTE- 94p.; Contractor report prepared for the Office of Technology Assessment titled "Testing in American Schools: Asking the Right Questions." For related document, see TM 018 025.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accountability; Achievement Gains; Community Involvement; *Compensatory Education; Economically Disadvantaged; Educational Assessment; *Educational Improvement; Educational Innovation; *Educationally Disadvantaged; Elementary Education; Elementary Schools; *Elementary School Students; Low Achievement
IDENTIFIERS- *Accelerated Schools; *Reform Efforts; San Francisco Unified School District CA; Springfield Public Schools MO

Assessment was studied in two accelerated schools, the Daniel Webster Elementary School in San Francisco (California) and the Fairbanks Elementary School in Springfield (Missouri) from October 1990 to March 1991. The accelerated schools movement for disadvantaged children began in the mid-1980s when

ED 340 793 UD 028 442

Davidson, Ann Locke; And Others
The Flow of Ethnicity: Voices of Diverse High School Youth.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 91
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Asian Americans; Black Students; Case Studies; *Educational Environment; *Ethnicity; High Schools; *High School Students; Interpersonal Competence; Italian Americans; Mexican Americans; *Social Structure; *Student Experience; Urban Schools; *Urban Youth; Vietnamese People; White Students
IDENTIFIERS- African Americans; *Social Construction

This paper considers whether ethnicity is a social construction that is constantly being recreated in a nexus of shifting social relations rather than a set of perceptions and behaviors that remain constant and stem from a youth's membership in an ethnic group. Student responses about ethnicity from a larger study of student role and engagement in school provided impetus for this research, which used case studies of 10 students in urban high schools in California. The students, freshmen when the study began, include: (1) four Mexican American females; (2) two Vietnamese immigrant females; (3) two African American males; (4) one Italian American male; and (5) one Anglo American female. Semistructured interviews, school and classroom observations, and analyses of student records provide information about student experiences of ethnicity. The case studies support the view that what happens in schools does affect students' senses of themselves and their identities. The meaning of ethnicity is constantly renegotiated as students interact with teachers and peers in classrooms and at home. This research also suggests that teachers can work positively with youth who experience racism. There is a 29-item bibliography. (SLD)

ED 340 794 UD 028 450

Five Million Children: 1991 Update.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- Census Figures; *Children; *Economically Disadvantaged; Economic Factors; Employment Patterns; Family Characteristics; *Low Income Groups; Minority Group Children; National Surveys; Parent Background; *Poverty; Social Indicators; *Sociocultural Patterns; *Urban Problems
IDENTIFIERS- Current Population Survey; Fact Sheets

This publication is first in a series of annual updates of statistical information about young children and their families living in poverty in the United States. It builds on the report "Five Million Children: A Statistical Profile of Our Poorest

Information Analysis Products (071)
DESCRIPTORS- Accountability; Administrative Problems; Career Ladders; Curriculum Development; Curriculum Problems; Educational Change; Educational Policy; *Elementary School Teachers; Elementary Secondary Education; School Based Management; *School Restructuring; *Secondary School Teachers; *Stress Variables; *Teacher Burnout; *Urban Schools
IDENTIFIERS- ERIC Digests

Urban school restructuring, although it can break down bureaucracy and empower teachers, can also seem distant from the day-to-day problems of most teachers, and even increase teacher burnout. Many of the following initiatives of the school restructuring movement may intensify a teacher's frustration: (1) school-based management may raise the community's expectation but increase pressure on teachers and increase teacher frustration if new control does not lead to clear educational benefits; (2) accountability may increase teacher stress and promote covert competition; (3) career ladders may increase competition or result in bitterness as the criteria for promotion are ambiguous or tainted; (4) the intense atmosphere and professional demands of schools-within-schools can exacerbate tensions, favoritism, and competition for scarce resources as the minischools within the schools compete for recognition and resources and add a layer of bureaucracy and stress; (5) curriculum initiatives, when their implementation lacks appropriate staff development, mentoring, and peer coaching, can generate stress; and (6) flexible scheduling and team teaching do not work well in a school with a competitive ethos. Although all initiatives may improve urban education, only curriculum initiatives improve teaching and learning. Included are eight references. (JB)

ED 340 813 UD 028 487

Inger, Morton
Improving Urban Education with Magnet Schools. ERIC/CUE Digest, Number 76.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Black Students; Educational Change; *Educational Improvement; Educational Policy; Educational Quality; Elementary Secondary Education; Hispanic Americans; Inner City; *Magnet Schools; School Choice; *School Effectiveness; *Urban Schools
IDENTIFIERS- ERIC Digests

This digest suggests ways that elementary and secondary magnet schools in urban settings are perceived to provide a superior education, offers an evaluation of their effectiveness, and looks at issues for policymakers that arise from the magnet's success. Magnet schools appeal to families and students for the following reasons: (1) program coherence; (2) a safer, more orderly climate, an environment that is conducive to learning, and an image of excellence; (3) a sense of shared enterprise and a committed, enthusiastic faculty and student body; (4) a focus on career preparation; (5) a committed, charismatic principal; (6) implementation of educational reforms; and (7) school autonomy. The answer to whether or not these schools are actually better than regular zoned schools is not clear. Some

Paradigm.
PUB DATE- 91
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Testing; Distractors (Tests); *Estimation (Mathematics); Grade 12; High Schools; High School Seniors; *High School Students; *Models; *Multiple Choice Tests; *Test Construction; Test Format; Test Items; Test Reliability
IDENTIFIERS- *Internal Consistency

The purpose of this study was to compare the reliabilities of two-, three-, four-, and five-choice tests using an incremental option paradigm. Test forms were created incrementally, a method approximating actual test construction procedures. Participants were 154 12th-grade students from the Portland (Oregon) area. A 45-item test with two options per item was developed; and three-, four-, and five-option test forms were constructed by adding options to the two-option per item test. Reliability coefficients were calculated from the different forms of the test before and after implementing the Tversky condition, which assumes that testing time is proportional to test length. Despite significant differences in the reliability coefficients before invoking the Tversky condition, the magnitudes of the internal consistency reliability estimates for the three-, four-, and five-option formats after implementing the Tversky condition were similar, suggesting that time and energy might have been saved by constructing three-option items without loss in reliability. One table presents data about the test forms, and an 11-item list of references is included. (SLD)

ED 340 743 TM 017 809

Youngjohn, James R.; And Others
Test-Retest Reliability of Computerized, Everyday Memory Measures and Traditional Memory Tests.
PUB DATE- Aug 91
NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; Comparative Testing; *Computer Assisted Testing; Computer Simulation; *Drills (Practice); *Memory; Neuropsychology; Psychological Testing; Psychometrics; *Test Reliability; Volunteers
IDENTIFIERS- Benton Visual Retention Test; Memory Tasks; *Test Retest Reliability; Wechsler Adult Intelligence Scale; Wechsler Memory Scale

Test-retest reliabilities and practice effect magnitudes were considered for nine computer-simulated tasks of everyday cognition and five traditional neuropsychological tests. The nine simulated everyday memory tests were from the Memory Assessment Clinic battery as follows: (1) simple reaction time while driving; (2) divided attention (driving while listening to the radio); (3) misplaced objects; (4) name-face association; (5) recognition of faces--signal detection; (6) recognition of faces--delayed non-match to sample; (7) telephone dialing; (8) first-last names; and (9) grocery list selective reminding. The traditional tests (Logical Memory and

What has been learned from the study of relationships between abilities and outcomes learned in college and those abilities as they are performed at work is summarized to infer principles that should inform a national system to assess the higher order thinking and communications skills of college graduates in support of the National Education Goal of Literacy and Adult Learning. It is argued that abilities can be assessed in ways that connect education and work as long as abilities are defined in ways that make sense to both spheres. Abilities can be assessed in ways that enable judgments of graduates' effectiveness and in ways that help determine the effectiveness of college learning for work. It will be necessary to identify the abilities involved in effective work and citizenship, but this information can be collected directly from college graduates in work and service roles. Accountability and improvement agenda can be met in the same system. Seven figures illustrate the discussion, and a 101-item list of references is included. Seven appendices provide specific information about the assessment approaches of Alverno College in Milwaukee (Wisconsin). Reviews by R. L. Larson, T. Marchese and B. Wright, and R. G. Swanson of this position paper are provided. The author's response is included. (SLD)

ED 340 760 TM 018 016

Morante, Edward A.
General Intellectual Skills (GIS) Assessment in New Jersey.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 91
NOTE- 45p.; Commissioned paper prepared for a workshop on Assessing Higher Order Thinking & Communication Skills in College Graduates (Washington, DC, November 17-19, 1991), in support of National Education Goal V, Objective 5. For other workshop papers, see TM 018 009-024.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Literacy; Cognitive Measurement; *College Students; Communication Skills; Critical Thinking; *Educational Assessment; Higher Education; Problem Solving; Program Evaluation; Remedial Programs; *State Programs; *Student Evaluation; *Testing Programs; *Thinking Skills; Writing Evaluation
IDENTIFIERS- *General Intellectual Skills Assessment; National Education Goals 1990; New Jersey College Outcomes Evaluation Program; Performance Based Evaluation

College-level assessment efforts in New Jersey are described. For more than a dozen years, students in public colleges and universities in New Jersey have been assessed using a common statewide instrument, the New Jersey College Basic Skills Placement Test. This test assesses reading, writing, and mathematics skills of entering college students as part of an assessment of students and an evaluation of remedial programs. In 1985, New Jersey embarked on a more ambitious program to assess higher education including student learning and development, impact on community and society, and outcomes of faculty research. The new statewide assessment effort, the College Outcomes Evaluation Program, features development of a "sophomore test," the General Intellectual Skills Assessment, aimed at assessing higher order skills of critical thinking, problem solving, quantitative reasoning, and writing. As the nation struggles with questions of assessing the literacy of researchers at Stanford University (California) argued that disadvantaged students would be as capable as any other students if their home circumstances had prepared them for schooling, and that schools could make up the gap. In accelerated schools, individual school communities set goals according to the schools' own visions. Various instructional approaches are used, including such vehicles for promoting literacy as Project READ. In these schools, assessment was one of four phases of overall accountability, with formative evaluations planned every year and a summative evaluation planned for every 3 to 5 years. The implications of school assessment for Chapter 1 programs are discussed. Preliminary results suggest that there is a primary need for external development of tools and strategies to enable school staff to monitor, measure, and report student progress. A questionnaire used in the evaluation study is included. (SLD)

ED 340 777 TM 018 033

Mitchell, Ruth; Stempel, Amy
Six Case-Studies of Performance Assessment.
SPONS. AGENCY- Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- Mar 91
NOTE- 227p.; Contractor report prepared for the Office of Technology Assessment titled "Testing in American Schools: Asking the Right Questions." For related document, see TM 018 025.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Case Studies; Comparative Analysis; Cost Effectiveness; *Educational Assessment; Elementary Secondary Education; Minority Groups; *Portfolios (Background Materials); *Program Evaluation; Psychometrics; *School Districts; Scoring; Social Studies; Student Evaluation; Teacher Attitudes; United States History
IDENTIFIERS- Advanced Placement Examinations (CEEB); Arizona; Authentic Assessment; California Assessment Program; *Performance Based Evaluation; San Diego Unified School District CA; South Brunswick Township School District NJ

Six cases are studied to give some idea of the range of performance assessments in use in the United States. Contrast and comparison are made possible through the study of the following: (1) the South Brunswick (New Jersey) Public Schools Observational Portfolio for kindergarten through grade 12; (2) the Arizona Student Assessment Program (not yet operational); (3) the California Assessment Program as it relates to the San Diego City Schools; (4) the College Board's Advanced Placement (AP) Studio Art Portfolio Assessment; (5) the Longfellow Elementary School Art Assessment in Bozeman (Montana); and (6) the "We the People..." Competition, a national social studies-history and oral discourse performance assessment organized by the Center for Civic Education (CCE) in Calabasas (California). Each study contains: (1) an introduction; (2) a statement of purpose and rationale; (3) the experience of program implementation; (4) a description of the impacts on teachers; (5) comments on scoring; (6) cost issues; (7) a discussion of impacts on minorities; and (8) a discussion of the lessons from each case study. Two general lessons are that the purpose of the assessment must be clear before decisions are made about form, and that the variety of performance assessments causes many psychometric complications. A 57-item bibliography is included. (SLD)

Young Citizens," and incorporates information from the 1990 March Supplement to the Census Bureau's Current Population Survey (CPS) into the original statistical framework. The data provide an estimate of family poverty status for 1989 as measured by the Federal poverty line, which adjusts for family size, but not for geographic location. In 1989, the poverty line was $9,890 for a family of three and $12,675 for a family of four. Nearly one in every four children under age 6 years lived in poverty in 1989. While 31 percent of all children under 6 years in 1989 were from minority groups, 59 percent of poor children were from minority groups. Children living with single mothers are more likely to be poor, and poverty rates are highest for children living in urban areas. Factors that account for why more than 5 million young children are poor include the following: (1) parental employment status and earnings; (2) family structure; and (3) parental education. The statistical data are illustrated in 13 graphs and 3 tables. (SLD)

ED 340 795 UD 028 460

Chan, Carole
Latinos In the Work Force: Diversity and Tradition.
PUB DATE- Oct 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acculturation; *Cultural Differences; Guidelines; *Hispanic Americans; Immigrants; *Industrial Psychology; *Labor Force; Limited English Speaking; Non English Speaking; Rural Urban Differences; *Social Integration; Spanish; Traditionalism; Work Attitudes
IDENTIFIERS- *Latinos

This booklet is written to provide managers, supervisors, and workers with general information about Latino diversity, Latino language differences, and Latino culture as an influence in the work force. The text emphasizes two themes in particular: (1) the great diversity within the Latino group due to many racial and historical differences; and (2) the traditions of Latino culture. The first half of the text describes the changing U.S. workforce, defines the term "Latino" and explains the terms used by Latinos themselves to distinguish the various Latino groups. Diversity, described as the single most important thing to know about Latinos, is discussed under the following headings: (1) generational differences; (2) national differences; (3) urban-rural differences; (4) goal differences; and (5) language differences including the languages of indigenous Indian groups. The eagerness of Latinos for training in English as a Second Language, and techniques for communicating are also discussed. The second major topic, on Latino culture in relation to organizational culture looks at cultural patterns of Latinos in the context of the following topics: (1) how traditional Latinos are; (2) the wholistic view of life of traditional Latinos; (3) the Latino tradition of giving; (4) congeniality; (5) greetings; (6) relations with the boss; (7) embarrassment, not failure, as the greatest fear; and (8) efficiency and effectiveness. (JB)

ED 340 796 UD 028 461

studies indicate that magnets produce test scores above their district average. Other studies indicate that there is great diversity of quality among magnet schools. In addition, some magnet schools have exceptionally good records with inner-city student populations producing very low dropout rates and very high graduation rates. Issues arising from the existence and success of magnet schools are outlined for policymakers and include the following: (1) student creaming (magnets succeed because they have all the best students); (2) resource hogging (magnets draw scarce resources away from regular schools); and (3) elitism. Included are six references. (JB)

ED 340 814 UD 028 490

Kansas State Plan for the Education of Homeless Children and Youth.
PUB DATE- 13 Aug 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Role; *Board of Education Policy; Data Collection; *Disadvantaged Youth; Economically Disadvantaged; Elementary Secondary Education; Equal Education; *Federal Legislation; *Homeless People; School Districts; School Responsibility; Special Needs Students; *State Programs; Urban Problems; *Urban Youth
IDENTIFIERS- *Kansas; Kansas State Board of Education; Stewart B McKinney Homeless Assist Act Amend 1990; Stewart B McKinney Homeless Assistance Act 1987

The Kansas state plan for the education of homeless youth and children provides operational strategies to help local school districts and attendance centers facilitate an environment that is conducive to meeting this population's special needs. The plan confronts barriers to homeless children and youth to provide them with public education that is consistent with the educational opportunities provided to children of all residents of the state. The plan is divided into the following sections: (1) "Background and Need," which describes the problem of homelessness and provides an overview of the Stewart B. McKinney Homeless Assistance Amendments Act of 1990; (2) "Homeless Data Collection: Findings," which explains the method of data collection used during a 1990 survey and summarizes the findings; (3) "State Board Objectives and Outcomes," which details the organizational responsibilities of the State Board of Education; and (4) "Local Education Agency Objectives and Outcomes," which provides strategic objectives for local implementation of the Act and defines procedural tasks of local education agencies; The fifth and final section contains three appendices, which provide, respectively, definitions for technical terminology used in interpreting Federal policy and in formulating state and local directives, categorical definitions of homeless children and youth, and composite data from the 1990 survey of Kansas public schools. Included are four references. (JB)

ED 340 815 UD 028 491

Children of the Rainbow: Implementing A Multicultural Kindergarten Curriculum.
PUB DATE- 90
NOTE- 366p.; For related guides, see UD 028 492-494.
LANGUAGE- English

Paired Associate Learning from the Wechsler Memory Scale, Digit Span and Digit Symbol from the Wechsler Adult Intelligence Scale, and the Benton Visual Retention Test) were administered. Subjects were 56 male and 59 female volunteers aged between 17 and 82 years. Most measures show significant practice effects on reevaluation. Test-retest reliabilities of the computerized recall measures are equal or superior to the traditional memory tests, but the traditional measures of attention and concentration had reliabilities superior to the everyday tests. Test-retest reliabilities of everyday recognition memory tests were disappointing. Advantages of computerization of psychometric assessment and the need for multiple test forms are discussed. Two tables present study data. (SLD)

ED 340 744 TM 017 810

McCarthy, Bernice
Learning Styles and Schools: Making It Happen.
PUB DATE- 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Brain Hemisphere Functions; *Cognitive Style; *Computer Assisted Instruction; Content Analysis; *Curriculum Development; Curriculum Evaluation; *Educational Change; Educational Practices; Elementary Secondary Education; Evaluation Methods; *Instructional Systems; *Program Implementation; School Districts
IDENTIFIERS- *4MAT System

The 4MAT system of instructional change is described. The 4MAT system is an eight-step cycle of instruction that capitalizes on individual learning styles and brain-dominance processing preference. Four major learning styles are recognized: (1) imaginative; (2) analytic; (3) common sense; and (4) dynamic. Because in each style there are people with right-mode, left-mode, and whole-brain dominance, the 4MAT system uses techniques for each mode throughout the learning styles. The 4MAT system is conceptualized as a four-quadrant circle that makes an eight-step learning cycle. It is recommended that the cycle be used in school districts for at least two years to see benefits for students and teachers. Evaluations are ongoing for 16 school districts in the United States and Canada committed to the 4MAT system. Emphasis in successive quadrants is on personal meaning, content and curriculum, usefulness, and creativity. Moving through the cycle, teachers examine their own learning style preferences, and in so doing they become more sensitive to student learning styles and instructional needs. In quadrant form, in the second year of 4MAT implementation, evaluation practices change as learners are brought to accept greater responsibility for self-evaluation. It is also possible to use the 4MAT process as a system approach, with roles for principals, teachers, and students in each quadrant. Eight figures illustrate the discussion, and a 13-item bibliography is included. (SLD)

ED 340 745 TM 017 824

Wheeler, Patricia
The Relationship between Modified Angoff Knowledge Estimation Judgments and Item Difficulty Values for Seven NTE Specialty Area Tests.
PUB DATE- Nov 91

college students and other adults, New Jersey has already developed a workable system including a reliable and valid performance assessment. Three appendices and one chart provide further information about the New Jersey assessments. A seven-item list of references is included. Reviews by R. L. Larson, M. Scriven, and R. G. Swanson of this paper are provided. (SLD)

ED 340 761 TM 018 017

Nummedal, Susan G.
Designing a Process To Assess Higher Order Thinking Skills in College Graduates: Issues of Concern.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 33p.; Commissioned paper prepared for a workshop on Assessing Higher Order Thinking & Communication Skills in College Graduates (Washington, DC, November 17-19, 1991), in support of National Education Goal V, Objective 5. For other workshop papers, see TM 018 009-024.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Measurement; *College Graduates; Communication Skills; Critical Thinking; *Educational Assessment; Educational Improvement; *Evaluation Methods; Higher Education; Social Influences; *Student Evaluation; Test Construction; *Thinking Skills
IDENTIFIERS- *Higher Order Learning; *National Education Goals 1990

The development of a process to assess higher order thinking skills associated with thinking in real world situations raises questions about the domain of assessment, the skills and dispositions to be assessed, and the purpose of the assessment. It is argued that existing critical thinking courses and instruments may be of limited value in designing the assessment. Attention should be given to an assessment of the skills and dispositions of practical intelligence, and assessment measures should incorporate the key characteristics of practical thought, including the social nature. The process of designing the assessment should be a dynamic one, being informed by as many participants representing as many areas of expertise as possible. The assessment process should be seen as a way to further the dialogue among these experts for the goal of improving teaching and learning. A 31-item list of references is included. Reviews by J. Chaffee, P. A. Facione, and R. K. Hambleton of this position paper are provided. (Author/SLD)

ED 340 762 TM 018 018

Paul, Richard W.; Nosich, Gerald M.
A Proposal for the National Assessment of Higher-Order Thinking at the Community College, College, and University Levels.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 53p.; Commissioned paper prepared for a workshop on Assessing Higher Order Thinking & Communication Skills in College Graduates (Washington, DC, November 17-19, 1991), in support of National Education Goal V, Objective 5. For other workshop papers, see TM 018 009-024.

ED 340 778 TM 018 034

Linn, Robert L.
Test Misuse: Why Is It So Prevalent?
SPONS. AGENCY- Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- Sep 91
NOTE- 11p.; Contractor report prepared for the Office of Technology Assessment titled "Testing in American Schools: Asking the Right Questions." For related document, see TM 018 025.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Communication Skills; Educational Assessment; Educational History; Educational Technology; Elementary Secondary Education; *Evaluation Utilization; Information Dissemination; *Political Influences; *Scores; *Standardized Tests; Student Evaluation; Test Coaching; *Testing Problems; Test Interpretation; Test Results; Test Use

Issues in the misuse of standardized test scores are discussed. While information misuse is not a problem unique to testing, it is particularly prevalent. Information can be a source of power, and politically motivated uses of information explain part of the misuse of test scores. Other misuses have historical roots in the exaggerated claims of early testers for their new technology. Popular interpretations often make the mistake of assuming that the reason for a poor performance can be inferred from the score. Test results depend on a host of contextual factors of test use and administration, many of which are not known to the public. The Lake Wobegon effect (the tendency of states and districts to report scores above the national average) is largely the result of the reuse of tests and of changes in the stakes attached to test results for teachers and the school. The higher the stakes, the more likely test preparation is to be extensive. It is not reasonable to expect the public and the media to become testing experts, but it is appropriate for test specialists to become more sensitive to issues of correct reporting and test interpretation. Communicating test results to a wider audience requires more attention than it has generally received. Recently, there was a concerted effort to encourage proper interpretations and discourage improper ones on the part of the National Assessment Governing Board (NAGB), which has policy oversight of National Assessment of Educational Progress (NAEP); the sponsoring governmental agency, the National Center of Educational Statistics (NCES); and the primary contractor, Educational Testing Service (ETS). (SLD)

ED 340 779 TM 018 035

Noggle, Nelson L.
The Misuse of Educational Achievement Tests for Grades K-12: A Perspective.
SPONS. AGENCY- Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- Oct 91
NOTE- 16p.; Contractor report prepared for the Office of Technology Assessment titled "Testing in American Schools: Asking the Right Questions." For related document, see TM 018 025.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

Gilchrist, Robert S.
Effective Schools: Three Case Studies of Excellence.
PUB DATE- 89
NOTE- 149p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Case Studies; *Educational Quality; Effective Schools Research; Elementary Schools; Elementary Secondary Education; *Excellence in Education; High Schools; *Institutional Characteristics; Junior High Schools; Middle Schools; School Community Relationship; *Urban Schools
IDENTIFIERS- Atlanta Public Schools GA; California; Missouri (Florissant)

This document presents case studies of three excellent schools (one each at the elementary school, middle school, and high school levels), and describes the methods by which these schools achieved recognition in order to offer suggestions for community members working to improve their own schools. The book is organized into six chapters. The first chapter gives an overview of the development of public education and highlights critical issues that contribute to quality schools today. The second chapter profiles Garden Hills Elementary School in Atlanta (Georgia), which is a multi-racial urban school. The profile notes the school's atmosphere, philosophy and mission, faculty support and development, and interaction with the local and national communities. The third chapter profiles Twin Peaks Middle School in Poway (California) and highlights the school's administrative format, evaluation procedures, parent involvement, and approach to discipline. The fourth chapter describes McCluer North High School, an urban high school in Florissant (Missouri), and highlights the school's principal, organization, evaluation systems, student involvement, and curricular offerings. The fifth chapter addresses the importance of volunteers to each of the three schools. The sixth chapter, "Seven Common Characteristics of Good Schools and How To Attain Them" (D. Sharpe), outlines the following seven common characteristics of good schools: (1) positive climate; (2) clear organizational personality; (3) parent and citizen involvement; (4) constant communication; (5) contribution to the local community; (6) role modeling by staff; and (7) emphasis on assessment. (JB)

ED 340 797 UD 028 464

AVID: Advancement Via Individual Determination. A College Preparatory Program for Underrepresented Students.
PUB DATE- Jun 91
NOTE- 59p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- American Indians; Asian Americans; Black Students; *College Preparation; Compensatory Education; *Dropout Prevention; *Educationally Disadvantaged; *High Risk Students; Intermediate Grades; Middle Schools; Minority Groups; Secondary Education; *Secondary School Students; *Self Determination; Staff Development; Teaching Methods; White Students
IDENTIFIERS- African Americans; Latinos; *San Diego County Department of Education CA

The Advancement Via Individual Determination (AVID) program is designed for grades 6 through 12, prepares students most underrepresented in secondary education for four-year college,

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bilingual Education; *Curriculum Development; Curriculum Guides; Educational Assessment; Educational Environment; *Educational Planning; Educational Theories; *Kindergarten; Kindergarten Children; Limited English Speaking; *Multicultural Education; Parent Participation; Primary Education; *Urban Schools
IDENTIFIERS- Interactive Teaching; *New York City Board of Education

This document is a comprehensive guide to planning and implementing a multicultural kindergarten curriculum in New York City's (New York) public schools via planned, developmentally appropriate learning experiences. The guide contains the following 15 sections: (1) "Introduction," which outlines the program and its philosophy; (2) "First Days," which offers strategies for a smooth start to the school year; (3) "Parent Involvement," which discusses the vital home/school partnership and specific recommendations; (4) "Bilingual Education/English as a Second Language," which offers data on the limited English child and strategies for teaching English as a Second Language; (5) "Creating a Learning Environment," which offers guidance in organizing the learning center approach; (6) "Enriching the Curriculum," which describes the whole language methodology, trip experiences, and effective use of computers in the classroom; (7) "A Multicultural Sampler," which offers culturally and linguistically diverse musical and literary materials; (8) "The Interactive Teacher," which explores the teacher's role; (9) "The Thematic Approach," which provides guidelines and a comprehensive flow chart; (10) "Partners in Learning," which provides appropriate shared responsibilities and an administrator guide; (11) "Looking at Today's Children," which describes current societal pressures and problems and suggests appropriate action; (12) "Assessment," which outlines informal and formal assessment procedures and includes sample checklists; (13) "Current Issues," which considers contemporary educational thinking; (14) "Developmental Skills in the Curriculum Areas," which outlines expected skills and understandings appropriate to curriculum content on the kindergarten level; and (15) "Bibliography/Teacher Resources," which offers a 466-item bibliography. (JB)

ED 340 816 UD 028 492

Children of the Rainbow: First Grade.
PUB DATE- 91
NOTE- 455p.; For a Spanish language version, see UD 028 493.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bilingual Education; *Child Development; *Curriculum Development; Curriculum Guides; Educational Assessment; Educational Environment; Educational Research; *Elementary School Teachers; *Grade 1; Limited English Speaking; *Multicultural Education; Parent Participation; Primary

NOTE- 12p.; Paper presented at the Annual Meeting of the California Educational Research Association (70th, San Diego, CA, November 14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art Education; Biology; *Difficulty Level; Elementary Secondary Education; English; *Estimation (Mathematics); *Evaluators; Higher Education; Interrater Reliability; Language Tests; *Licensing Examinations (Professions); Mathematics Tests; Physical Education; Science Tests; Scoring; Social Studies; Spanish; *Teacher Certification; *Test Items
IDENTIFIERS- Angoff Methods; California; *NTE Specialty Area Tests; Standard Setting; Subject Content Knowledge; Subject Specialists

The appropriateness of the Angoff method (W. H. Angoff, 1971) for setting standards on tests was studied. Evaluators (judges) from California school districts and teacher training institutions reviewed 15 NTE (National Teacher Examinations) Program Specialty Area Tests published by the Educational Testing Service for their appropriateness in teacher certification in California. In this paper, data are reported from more than 25 evaluators' reviews of NTE Specialty Area Tests in the following areas: (1) art education; (2) biology and general science; (3) English language and literature; (4) mathematics; (5) physical education; (6) social studies; and (7) Spanish. Each evaluator was assigned to review only one test in his or her subject matter specialty. Each multiple-choice test was reviewed by male and female representatives of two or more ethnic groups. Evaluators estimated the percentage of hypothetical candidates who would answer each item correctly. Results support the use of the modified Angoff standard-setting method and provide evidence that evaluators are not making arbitrary decisions in estimating item difficulty for barely acceptable candidates. To set appropriate standards, it is important to have qualified evaluators, good training, and adequate data and information for evaluators to use. Four data tables and a 13-item list of references are included. (SLD)

ED 340 746 TM 017 826

Chan, Jason C.
Estimating the Latent Trait from Likert-Type Data: A Comparison of Factor Analysis, Item Response Theory, and Multidimensional Scaling.
PUB DATE- Aug 91
NOTE- 35p.; Paper presented at the Annual Meeting of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computer Simulation; Correlation; Equations (Mathematics); *Estimation (Mathematics); *Factor Analysis; *Item Response Theory; *Likert Scales; *Mathematical Models; *Multidimensional Scaling; Robustness (Statistics); Sample Size
IDENTIFIERS- Graded Response Model; Pearson Product Moment Correlation; Skew Curves

The following seven statistical procedures are compared in terms

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Measurement; Colleges; *College Students; *Critical Thinking; *Educational Assessment; Educational Objectives; Educational Research; Evaluation Methods; Higher Education; Models; *National Programs; *Student Evaluation; Test Construction; *Thinking Skills
IDENTIFIERS- *National Education Goals 1990

Conceptual foundations of a process for assessing higher-order thinking are reviewed, and a viable model for carrying out the process is presented. The first section of the paper formulates 21 criteria that should be met by any process adequate to the task. The second section outlines the basic concept of critical thinking on which the paper is based and explains how a rich and substantive concept of critical thinking, grounded in research, provides a plausible foundation for accomplishing the 21 objectives offered in response to the criteria. The third section explicates the following four domains essential to critical thinking: (1) elements of thought; (2) macro-abilities, or basic modes of reasoning; (3) traits of the mind (affective dimensions); and (4) universal intellectual standards. The fourth section contains recommendations for a process and a time-table for assessing higher order thinking skills at the postsecondary level. Six figures illustrate the discussion, and two appendices provide supplemental information. A 20-item list of recommended readings is provided. Also provided are critiques by L. Boehm, P. A. Facione, and R. K. Hambleton. (SLD)

ED 340 763 TM 018 019

Ratcliff, James L.
What Type of National Assessment Fits American Higher Education?
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 46p.; Commissioned paper prepared for a workshop on Assessing Higher Order Thinking & Communication Skills in College Graduates (Washington, DC, November 17-19, 1991), in support of National Education Goal V, Objective 5. For other workshop papers, see TM 018 009-024.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Measurement; College Faculty; *College Graduates; Communication Skills; Critical Thinking; *Educational Assessment; Educational Environment; Educational Improvement; Educational Policy; *Evaluation Methods; Higher Education; *National Programs; Problem Solving; *State Programs; Student Evaluation; Test Construction; Thinking Skills
IDENTIFIERS- National Education Goals 1990

For a national program assessing college graduates to succeed, it must be institutionalized at the majority of colleges and universities in the nation. The information generated must play a clear and key role in formulating state and institutional higher education policy, college matriculation standards, and degree-granting decisions. Such an assessment must be particularly credible, reliable, and useful to college faculty, who play a fundamental role in communicating the importance of

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Achievement Tests; *Educational Assessment; Educational Change; Elementary Secondary Education; *Evaluation Methods; Norm Referenced Tests; *Standardized Tests; Student Evaluation; Test Bias; *Testing Problems; Test Results; Test Use
IDENTIFIERS- *Reform Efforts

At the present time the American educational system seems caught in a squeeze play between the historical need for tests that are simple to administer and understand versus the current demand for tests that are respected as thorough measures of the kind of learning needed in a competitive and changing world. Many of the misuses of test data arise when conclusions are drawn from inappropriate evaluation methods. There is good evidence that concerns about testing practices may be resolved by focusing on how quality evaluations should be conducted. Testing often seems to miss the actual targets of education, and the situation is further complicated by tests that are not reliable or that cover the wrong content. Reforms must prevent covert agendas of any interest group and they must reduce discrimination in testing. The major source of misuse and abuse of tests is ignorance about the nature of important capabilities for today's students and how to measure those capabilities during and after their acquisition. If experts could agree on the capabilities needed for employment, postsecondary education, citizen responsibility, and personal and family satisfaction, they would have a common focus, one that consumers of test information could understand. Two attachments illustrate the discussion. (SLD)

ED 340 780 TM 018 036

Cuban, Larry
The Misuse of Tests in Education.
SPONS. AGENCY- Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- Sep 91
NOTE- 14p.; Contractor report prepared for the Office of Technology Assessment titled "Testing in American Schools: Asking the Right Questions." For related document, see TM 018 025.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Educational Assessment; Educational History; Educational Policy; Elementary Secondary Education; National Programs; *Policy Formation; Political Influences; Student Evaluation; *Testing Problems; Testing Programs; Test Results; Test Use

Test misuse is neither isolated nor recent. It is a problem that cannot be easily solved. While test misuse may be reduced or managed, it cannot be eliminated. Test misuse has cut across America's social, economic, and political institutions, including schools. The most flagrant abuse of a test is what happens to the results of the Scholastic Aptitude Test, which has not been designed to evaluate schools or teachers, but which is commonly used for these purposes. Much test misuse stems from media-induced hypersensitivity to student performance. Historic and social factors explain why policymakers and administrators under pressure from public officials and angry citizens slipped into using tests improperly. Two negative consequences have been the use of tests by policymakers as remote-control devices to alter and restructures the teaching methodology of an entire school to make college preparatory curricula accessible to almost all students. To achieve this goal, school personnel at all levels receive comprehensive staff development to help them set high expectations and learn specific educational strategies to help students achieve. The staff training implements the emphases of the California Frameworks for student achievement. Low-level tracking is eliminated for students, who are given academic and motivational support. Statistics from AVID's 10-year history at Claremont High School in San Diego County (California) highlight many successes, including the enrollment in academic classes of about 150 students who would not otherwise be in those classes. AVID programs have been implemented in 45 high schools and 35 middle/junior high schools in San Diego County. The 1990-91 evaluation of the implementation of AVID in 45 high schools with over 3,000 students confirms the efficacy of the program for students of varying ethnic backgrounds, including Latino, African American, White, Asian and Pacific Islander, and American Indian. The teaching methodology is summarized; and results of an evaluation of an AVID summer institute, including participant comments, are presented. Statistical data are provided in three tables, and two figures help illustrate the program design. (SLD)

ED 340 798 UD 028 466

Wehler, Cheryl A.; And Others
Community Childhood Hunger Identification Project: A Survey of Childhood Hunger in the United States.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Grant (W.T.) Foundation, New York, N.Y.; Kraft General Foods Foundation, Glenview, IL.; Primerica Foundation, Greenwich, CT.
PUB DATE- Mar 91
NOTE- 125p.; Photographs may not reproduce clearly. Support for the project also received from the Pillsbury Foundation, Burlington Northern Foundation, Mazon-A Jewish Response to Hunger and the Sara Lee Foundation.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- At Risk Persons; *Child Health; *Childhood Needs; Community Problems; Economically Disadvantaged; Family Problems; Federal Programs; Food; *Hunger; *Incidence; *Low Income Groups; National Surveys; Poverty; Public Policy; Rural Areas; Social Problems; *Urban Areas
IDENTIFIERS- Food Research and Action Center DC; United States

Millions of children are hungry in America, and it is clearly time to make childhood hunger a national priority. To document the need, a comprehensive study of hunger among low-income families was developed by the Connecticut Association for Human Services. National replication of the study, the Community Childhood Hunger Identification Project (CCHIP), is the basis of this report. The CCHIP was coordinated by the Food Research and Action Center in the following sites across the country: (1) rural Sumter County (Alabama); (2) four counties of central California; (3) Hartford (Connecticut); (4) Polk County (Florida); (5) Pontiac (Michigan); (6) Hennepin County and Minneapolis (Minnesota); and (7) Long Island (New York). These surveys of 2,335 families indicate that an estimated 5.5 million children under age 12 years are hungry, with another 6 million children at risk of hunger. Policy recommendations are provided for short-term and long-term solutions. Ten appendices provide supplemental information, including specifics about study methodology and survey sites. Statistical data are

Education; *Teacher Role; Urban Schools; Urban Youth
IDENTIFIERS- *New York City Board of Education

This manual for first grade teachers provides suggestions and teaching materials that reflect the multicultural composition of New York City's (New York) public schools. An introduction describes the philosophy that supports a high-quality, developmentally appropriate program through a multicultural perspective. The manual is organized into the following eight sections: (1) "Planning for the First Grade," which provides strategies to assist teachers in beginning the school year successfully; (2) "The Multicultural Learning Environment," which offers guidance in organizing and implementing a variety of instructional approaches; (3) "Instructional Approaches and Strategies," which suggests approaches for implementing multicultural education as well as basic skills; (4) "Developing Themes of Study," which illustrates the thematic approach through five themes appropriate for first grade; (5) "Working Together," which describes shared responsibilities and activities for parents, teachers, and administrators; (6) "Societal Concerns-Children With Special Needs," which discusses current societal pressures and concerns affecting young children; (7) "Assessment," which outlines the procedures and strategies used to assess a child's progress; and (8) "Current Research," which contains information on contemporary research to support developmentally appropriate practices. Two bibliographies are appended. The first, containing over 600 citations, is divided into various categories, e.g., "Native Americans," "Asian Americans," "African Americans," and others. The second bibliography contains about 150 titles and is presented in matrix form, with checkmarks for salient characteristics (such as faily, gender, people of color, work, prejudice) opposite each item. (JB)

ED 340 817 UD 028 493

Ninos del Arco Iris: Primar Grado = Children of the Rainbow: First Grade.
PUB DATE- 91
NOTE- 399p.; For the English language version, see UD 028 492.
LANGUAGE- English; Spanish
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bilingual Education; Child Development; *Curriculum Development; Curriculum Guides; Educational Assessment; *Elementary School Teachers; *Grade 1; *Hispanic Americans; Limited English Speaking; *Multicultural Education; Parent Participation; Primary Education; *Spanish Speaking; Teacher Role; Urban Schools; Urban Youth
IDENTIFIERS- *New York City Board of Education

This manual for first grade teachers provides suggestions and teaching materials that reflect the multicultural composition of New York City's (New York) public schools. It is organized into two sections: the first is in English, and the second is in Spanish. The English section contains the following six sections: (1) "Planning for the First Grade," which offers strategies to assist teachers in beginning the school year successfully; (2) "The Multicultural Learning Environment," which offers guidance in organizing and implementing instructional approaches; (3) "Instructional Approaches and Strategies," which suggests approaches for implementing of the ability to recover a unidimensional latent trait from Likert-type data: (1) factor analysis based on Pearson correlations (FA-PR); (2) factor analysis based on polychoric correlations (FA-PL); (3) the graded response model in item response theory (IRT-GRM); (4) internal unfolding (IMDU); (5) external unfolding (EMDU); (6) weighted unfolding (WMDU); and (7) summing up successive integers assigned to response categories (SSI). In this simulation study, sample size varied (n=30, n=100, and n=1,000 subjects), and test length (12 versus 24 items) and skewness of item response distributions were manipulated. Generally speaking, IRT-GRM performed best and was most robust against skewness. FA-PR and FA-PL performed equally well across almost all conditions, but were competitive with IRT-GRM only when item responses were normally distributed. SSI practice performed slightly worse than did the two FA procedures when item responses were normally distributed, but performed better when item responses were highly skewed. WMDU performed as well as did SSI only when item responses were normally distributed or moderately skewed and sample size was large for multidimensional scaling models (e.g., n=100). IMDU and EMDU performed worse than did WMDU and appeared to be inappropriate for Likert-type data. Eight tables present the comparative data. A 48-item list of references is included. (Author/SLD)

ED 340 747 TM 017 827

Beins, Bernard C.
Using the Barnum Effect To Teach Ethics in Research.
PUB DATE- 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; *Deception; Ethical Instruction; *Ethics; Feedback; Higher Education; Personality Measures; *Psychological Testing; Research Methodology; Research Problems; Research Utilization; Sex Differences; *Teaching Methods; *Validity
IDENTIFIERS- *Barnum Effect

The Barnum Effect was generated to teach students about the ethics of deception in research and the feelings of subjects who are deceived. The Barnum Effect occurs when individuals are duped into believing invalid results of psychological tests. People are most accepting when given favorable feedback about themselves. They interpret evaluations as being uniquely descriptive even when the feedback is so general that it applies to virtually everybody. Twenty-eight female and 11 male students in research methods classes received feedback based on a bogus personality inventory. Subjects then rated the perceived validity of the interpretations. Students accepted the feedback, although seniors were more skeptical than were juniors or sophomores. A discussion was conducted of the ethics of deception based on students' own reactions to the knowledge that they were deceived. Students agreed that the approach was effective in helping them learn firsthand about the costs and benefits of deception in research. Men and women reacted in the same ways. The demonstration seems useful for a wide range of students. Appendices contain the test items from the inventory and the evaluation questions. A seven-item list of references is included. (SLD)

ED 340 748 TM 017 838

the assessment program to students. Such confidence can only be developed through the active participation of institutions and faculty. A national effort should build on the credibility and accomplishments of existing state programs, rather than being duplicative and ancillary. A two-pronged approach to development of a national assessment program seems warranted. For the short term, protocols to monitor selected course syllabi and examinations can be developed. A long-range goal would be adoption of a national assessment program. Using the methodology and model from the Differential Coursework Patterns project, the National Center for Education Statistics could begin to determine which measures of critical thinking, communication, and problem solving best differentiate between appropriate and inappropriate learning environments for students of different ability levels. A 21-item list of references is included. Reviews by N. Beck, J. Herman, and T. Marchese and B. Wright of this position paper are provided. (SLD)

ED 340 764 TM 018 020

Resnick, Daniel P.; Peterson, Natalie L.
Evaluating Progress toward Goal Five: A Report to the National Center for Education Statistics.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 7 Oct 91
NOTE- 38p.; Commissioned paper prepared for a workshop on Assessing Higher Order Thinking & Communication Skills in College Graduates (Washington, DC, November 17-19, 1991), in support of National Education Goal V, Objective 5. For other workshop papers, see TM 018 009-024. Some pages contain some poor quality type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Adult Literacy; Cognitive Measurement; *College Graduates; Communication Skills; Critical Thinking; *Educational Assessment; Education Work Relationship; Evaluation Methods; Higher Education; Measurement Techniques; *National Programs; Problem Solving; *Program Evaluation; Thinking Skills
IDENTIFIERS- America 2000; Higher Order Learning; *National Education Goals 1990; Progress Reporting

Goal five of America 2000 calls for dramatic improvement in the educational attainment of the nation's adult population. Encompassed in the goal is a charge to increase the number of college graduates who can think critically, communicate effectively, and solve problems. This paper focuses on measures that can be used to assure that this objective is being met. Several measures will be needed to address the many aspects of college learning that contribute to the development of higher order skills. A set of six indicators is proposed, each of which is expected to promote and gauge progress. The proposed measures will focus on the following areas: (1) opportunities for secondary school students to engage in college-level learning; (2) coherence and depth in college programs; (3) contributions of disciplinary associations to the structure of undergraduate major programs; (4) creation and operation of departmental assessment programs; (5) employer and educator perceptions of work readiness in college graduates; and (6) levels of literacy in adult and young adult populations. Reviews by N. Beck, N. Frederiksen, and J. Herman of this instruction and the spread of test-score pollution, the growing meaninglessness of test scores. Several specific suggestions to alleviate, but not eliminate the problem of test misuse, are: (1) recognize that test abuse is a response to dilemmas in the public schools; (2) abolish policies mandating particular tests; (3) reject proposals for national examinations such as those called for in America 2000; and (4) provide funds to develop and pilot unorthodox tests designed to have students demonstrate understanding through actual performance. (SLD)

ED 340 781 TM 018 037

Madaus, George F.; Kellaghan, Thomas
Student Examination Systems in the European Community: Lessons for the United States.
SPONS. AGENCY- Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- Jun 91
NOTE- 54p.; Contractor report prepared for the Office of Technology Assessment titled "Testing in American Schools: Asking the Right Questions." For related documents, see TM 018 025 and TM 018 031.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; College Entrance Examinations; Comparative Analysis; *Educational Assessment; Educational Change; Educational Policy; Elementary Secondary Education; *Foreign Countries; *National Programs; Public Schools; *Student Evaluation; *Testing Programs; Test Use
IDENTIFIERS- *European Community; United States

The attractiveness of some European education policies and the current push toward national standards of academic achievement have converged recently in proposals for national educational testing in the United States. This paper examines the origins and status of student examination policies in 12 countries of the European Community. A major feature of European systems has been their function in selection for universities. Although competitive examinations for the civil service and professions preceded university examinations, the latter have had more influence on the national examination systems, and consequently on student learning. In the European Community, most countries have a tradition of external examinations and these examinations are generally a feature of secondary education. While examinations cannot be isolated from their national contexts, they are usually (with the exception of Britain) mirrors of the public school system, and external examinations other than the public examination system do not exist. The United States has an existing commercial infrastructure for developing and marketing standardized tests that is not found in Europe, where teachers and government inspectors are essential parts of the examination structure. The place of any national examination in the United States requires considerable thought and evaluation of the existing infrastructure. An 186-item list of references and 7 tables of comparative information about examinations in the European Community are included. (SLD)

ED 340 782 TM 018 038

Archbald, Douglas A.; Porter, Andrew C.
A Retrospective and an Analysis of Roles of Mandated Testing in Education Reform.
SPONS. AGENCY- Congress of the U.S., Washington, D.C. Office of Technology Assessment.

provided in 17 figures and 22 tables. (SLD)

ED 340 799 UD 028 467

Donaldson, William S.
Summer Academic Skills Enhancement Program 1991. Private Industry Council of Franklin County Job Training Partnership Act. Final Evaluation Report.
PUB DATE- 91
NOTE- 92p.; For the 1990 report, see ED 327 608.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Adolescents; American Indians; Asian Americans; *Black Students; Language Skills; Minority Groups; Program Evaluation; Reading Comprehension; *Remedial Programs; Secondary Education; *Skill Development; *Summer Programs; *Urban Youth; Vocational Education; White Students; Youth Employment; *Youth Programs
IDENTIFIERS- Columbus Public Schools OH; Job Training Partnership Act 1982; Ohio; *Preemployment Courses

The Summer Academic Skills Enhancement Program was funded by the Private Industry Council (PIC) of Franklin County (Ohio) through the Job Training Partnership Act (JTPA) to provide JTPA clients with the reading comprehension and language mechanics skills required for employment in entry-level positions. The program was coordinated by the Department of Community Education of Columbus (Ohio) Public Schools. The 1991 program began with testing 172 youths aged 14 to 21 years referred by the PIC in May and June. Forty-five percent of the clients were females. Five percent of the clients were non-minority, 91 percent were black, 6 percent were Asian, and 1 client was American Indian. Remediation began in June with reading comprehension and language mechanics classes, as well as preemployment job skills. Fifty-three clients (31 percent) completed the program. Recommendations for program continuation include lowering the number of days of attendance required and redefining goals for posttest score gains. While many clients made significant gains in both areas, the criteria established in the evaluation for achievement gains were not fully met. In 1992, retention of black males should receive the highest priority. Also needed are strategies for attracting and retaining non-minority students. Student participation and achievement data are provided in 14 tables. An appendix contains student information forms and supplemental reports on participation. (SLD)

ED 340 800 UD 028 470

Mitchell, Stephanie J.
Report on Substance Use among Portland Public Schools Students. Technical Report.
PUB DATE- Nov 91
NOTE- 63p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; *Drinking; Drug Use; Grade 7; Grade 10; *High School Students; *Incidence; *Junior High School Students; Middle Schools; School Districts; Secondary Education; Sex Differences; *Substance Abuse; Urban Schools; *Urban Youth

multicultural and basic education; (4) "Working Together," which describes shared responsibilities and activities for parents, teachers, and administrators; (5) "Societal Concerns," which discusses current societal pressures and concerns affecting young children; and (6) "Assessment," which outlines the procedures and strategies used to assess a child's progress. The Spanish section contains the following sections: (1) a description of the Chancellor's educational standards for language and mathematics; (2) a discussion of the role of first or native languages; and (3) teaching units in the context of five themes appropriate for the first grade, i.e., "so like us" (plants and animals); "my own little world" (school, community, environment); "our families", "our friends," and "numbers around us". Also included is a 64-item bibliography of Spanish- and English-language resources for teachers, children, and parents. (JB)

ED 340 818 UD 028 495

Hate in the Ivory Tower: A Survey of Intolerance on College Campuses and Academia's Response.
SPONS. AGENCY- Deer Creek Foundation, St. Louis, MO.
PUB DATE- 91
NOTE- 79p.; Support also received from the Cummins Engine Foundation.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; Discipline Policy; *Educational Environment; Ethnic Bias; Freedom of Speech; Higher Education; *Hostility; Institutional Research; Racial Bias; *School Policy; School Surveys; Social Problems; *Universities
IDENTIFIERS- *Intolerance

A study of institutional responses to incidents of intolerance on college and university campuses was conducted. A questionnaire was sent to the deans of student affairs and student newspaper editors at 128 four-year colleges and universities; and interviews were conducted with administrators, students, faculty, and staff from 58 institutions, 11 of which were also represented by the questionnaire. The following findings are discussed: (1) campus intolerance is more widespread and more entrenched than the number of hate-motivated incidents would suggest, with 57 percent of the institutions acknowledging that intolerance posed a problems on campus; (2) many institutions exacerbate the problems of intolerance by contributing to a "culture of denial," either by not dealing with the problem at all or responding with shortsighted or ill-considered measures; and (3) colleges' immediate responses to hate-motivated incidents have been uneven, inconsistent, and frequently ineffective, with 23 percent of the schools that did report an incident stating that there was either no formal response or a very limited one. The study also reports on an approach that does not work--restricting the expression of racist and otherwise intolerant speech. This effort is not only unconstitutional but also shortsighted in that it fails to change the underlying attitudes that motivate the incidents. Included are 155 endnotes. Three appendices provide the study survey, a breakdown of the data, and a directory of materials collected at the campuses. (JB)

ED 340 819 UD 028 497

Davidson, Mary E.

Kominski, Robert
Educational Attainment in the United States: March 1989 and 1988.
PUB DATE- Aug 91
NOTE- 149p.; Errata sheet has been incorporated.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Differences; *Census Figures; Educational Attainment; Educational Experience; *Educational Status Comparison; *Educational Trends; Elementary Secondary Education; Higher Education; Hispanic Americans; Income; *National Surveys; Racial Differences; Sex Differences; *Tables (Data); Trend Analysis; Urban Areas
IDENTIFIERS- *Current Population Survey

Data from the Bureau of the Census' March 1988 and 1989 Current Population Surveys (CPS) on the educational attainment of Americans are provided in 22 tables and 5 graphs. Summary data on the years of school completed by age, sex, race, and Hispanic origin are shown for 1988 and 1989 in Table 1. Other detailed data are shown for 1989 in Tables 2 through 16. Tables 17 and 18 contain time series of data for selected years collected from 1940 to 1989 in the decennial censuses and CPS (1947-89). Detailed tabulations of the data are accompanied by a short discussion of basic trends and attainment levels across many segments of the population. The detailed tables present data on years of school completed by persons aged 15 years and over by age, sex, Hispanic origin, marital status, household relationship, education of spouse, labor force status, occupation, income, earnings, and region of residence. Summary data are also presented for states and large metropolitan areas, with detailed data for the largest 25 states and 15 metropolitan areas. Over 75% of all adults age 25 years and over have completed high school, and over 20% have completed 4 or more years of college. Educational attainment levels for young adults are similar to those recorded in the mid-1970s. Among persons 25 years and older, slightly larger proportions of men than women have completed high school, and larger proportions of men than women have completed 4 or more years of college. While Whites 25 years and older have the highest level of high school completion, persons of races other than Black or White have the highest college completion level. Both high school and college completion levels are higher in the West than in any other region. Two appendices are included, which provide definitions and explanations, and source and accuracy of estimates, respectively. The second appendix contains seven tables. (SLD)

ED 340 749 TM 017 839

Hoffman, Charlene M.
Federal Support for Education: Fiscal Years 1980 to 1991. Survey Report.
PUB DATE- Dec 91
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; Educational Trends; Elementary Secondary Education; *Federal Aid; Federal Government; *Financial Support; *Government Role; Government School Relationship; Higher Education; Public Support; Research

position paper are provided. (Author/SLD)

ED 340 765 TM 018 021

Rock, Donald A.
Development of a Process To Assess Higher Order Thinking Skills for College Graduates.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 40p.; Commissioned paper prepared for a workshop on Assessing Higher Order Thinking & Communication Skills in College Graduates (Washington, DC, November 17-19, 1991), in support of National Education Goal V, Objective 5. For other workshop papers, see TM 018 009-024.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Literacy; Cognitive Measurement; *College Graduates; Communication Skills; Critical Thinking; *Databases; *Educational Assessment; Higher Education; Models; *National Programs; National Surveys; Problem Solving; *Program Development; Scoring; Test Construction; *Thinking Skills
IDENTIFIERS- National Education Goals 1990; *National Information Systems

Issues in the development of assessments of higher order thinking skills for college graduates are discussed in the order in which they were presented when this series of papers was commissioned. With regard to Issue 1, it is generally agreed that the development of these skills is a desirable goal, but there is little consensus on how they should be assessed and less agreement on how they should be taught or measured. The next step in development of large-scale assessments will be the use of scoring protocols that are developed to provide diagnostic information for instruction. The development of extended free response items for large-scale assessments is discussed, with reference to existing national surveys such as the National Assessment of Educational Progress and the National Adult Literacy Survey. The setting of performance standards as posed in Issue 2 is discussed. The only currently relevant database, as questioned by Issue 3, is the Graduate Record Examination database assembled for the National Science Foundation, which could serve as a beginning and a model for development of national assessment data. A six-item list of references is included. Reviews by L. Boehm, J. L. Herman, and M. Scriven of this position paper are provided. (SLD)

ED 340 766 TM 018 022

Venezky, Richard L.
Assessing Higher Order Thinking and Communication Skills: Literacy.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 30 Sep 91
NOTE- 44p.; Commissioned paper prepared for a workshop on Assessing Higher Order Thinking & Communication Skills in College Graduates (Washington, DC, November 17-19, 1991), in support of National Education Goal V, Objective 5. For other workshop papers, see TM 018 009-024.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB DATE- 16 Jan 90
NOTE- 79p.; Contractor report prepared for the Office of Technology Assessment titled "Testing in American Schools: Asking the Right Questions." For related document, see TM 018 025.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Curriculum Development; *Educational Change; Educational History; Educational Objectives; Elementary Secondary Education; Evaluation Methods; *Evaluation Utilization; Multiple Choice Tests; *Policy Formation; School Districts; *State Programs; Student Evaluation; Testing Problems; Testing Programs; *Test Use
IDENTIFIERS- Large Scale Programs; *Mandated Tests

The role and influence of mandated testing in educational reform are reviewed. Mandated testing refers to large-scale (districtwide or statewide) multiple-choice testing programs used for policy purposes of evaluation and accountability, which includes nationally normed standardized achievement tests and tests custom-developed to reflect state and district educational objectives. Part 1 of this document provides a historical context dating back to the mid-1970s, describing the growth of mandated testing and its roles. Part 2 discusses current critiques of mandated testing and disillusionment with the top-down model. The detrimental effects of mandated testing on curriculum and teaching are reviewed, with the suggestion that criticism goes beyond evidence for too much testing and central control. Part 3 describes the growing support for comprehensive curriculum reform and for more coherent approaches to education reform in general. It is argued that testing and restructuring should be driven by a single, curriculum-based set of goals. Four tables provide detailed information, and two appendices give supplemental information. (SLD)

ED 340 783 UD 026 381

Death before Life: The Tragedy of Infant Mortality. Report. With Appendix and Testimonies at the National Hearing (4th, Chicago, Ilinois, April 25, 1988).
PUB DATE- Aug 88
NOTE- 404p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Legal/Legislative/Regulatory Materials (090),Collected Works - Proceedings (021)
DESCRIPTORS- Birth Weight; Community Programs; Employed Parents; Federal Programs; Government Role; Health Insurance; *Health Needs; *Infant Mortality; *Medical Services; Mothers; Neonates; Policy Formation; *Pregnancy; Premature Infants; Prenatal Influences; *Primary Health Care; Private Financial Support; Program Development; Public Health
IDENTIFIERS- *Access to Health Care; *Maternal and Child Health Services; Medicaid; Partnerships; Public Private Relationship

A child born in Japan, Finland, Hong Kong, Ireland, Australia, Canada, Singapore, or any of 12 other industrialized nations has a better chance of surviving his or her first year than does a child born in the United States. This is because too many babies are born too small, too many are born too soon, and too many mothers never get decent care and guidance during their pregnancy. In 1985, 9.5 million women of childbearing age

IDENTIFIERS- Middle School Students; *Portland School District OR

This report describes an assessment of substance abuse among Portland (Oregon) Public School students in grades 7 and 10, determining the relationship between early and later substance use for planning and development of alcohol and drug education, prevention, and intervention. The survey was administered in 17 middle schools, 10 high schools, and 2 alternative schools to a total of 5,661 students. Alcohol is the students' drug of choice by far, and alcohol and other drug use increases systematically by grade. More than 50 percent of seventh graders and four of five tenth graders reported alcohol use in their lifetime. One-third of tenth graders had tried marijuana, and many had experimented with inhalants (18 percent), amphetamines (12 percent), with lysergic acid diethylamine--LSD (11 percent). There are gender differences and geocultural group differences in use patterns. For example, more adolescent females than males use tobacco. American Indians reported higher use of several substances than other groups. Most high school students report getting alcohol from friends, while elementary school students report getting alcohol from their parents. School is the most important source of information on the dangers of alcohol and drugs. Few students reported drug use during school activities; students reported using alcohol and drugs at home and at parties. Survey findings on student substance use are presented in eight graphs and two tables. Four appendices provide the survey instrument and survey results by grade and gender. Six references are listed. (SLD)

ED 340 801   UD 028 471

Bengis, Laraine; And Others
SEEK and College Discovery Summer Programs: Prefreshman, English-As-A Second Language, Postfreshman, and Science, Mathematics & Technology Institutes. 1990 Evaluation Report.
PUB DATE- 91
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Students; English (Second Language); Higher Education; *High Risk Students; Mathematics Instruction; *Program Evaluation; Reading Instruction; Remedial Instruction; *Remedial Programs; Science Instruction; *Summer Programs; Technical Education; Urban Universities; Writing Instruction
IDENTIFIERS- *City University of New York; *Project SEEK

This study evaluates four summer programs (two prefreshman programs, one postfreshman program, and a Science, Mathematics, and Technology Institute) designed to assist at-risk college students in the City University of New York. Section I describes the two prefreshman programs: (1) the SEEK and College Discovery Prefreshman Summer Program, which provides 6 weeks of basic skills instruction in reading, writing, and mathematics; and (2) the SEEK English-As-A Second Language Prefreshman Summer Program, which offers 6 weeks of intensive English as a Second Language instruction. Using course completion and fall registration rates and pretest and posttest scores as evaluation measures, both programs were found to be effective. Section II describes the evaluation of the 1990 Postfreshman Summer Program, which is designed to meet the needs of continuing students who had encountered difficulty or had not yet met minimum university skill standards. Pretests and posttests, completion rates, and a student survey found high rates of completion and increased score levels especially in reading and mathematics. Section III presents the findings

Monitoring Commission for Desegregation Implementation Response to the Annual Desegregation Review, 1989-90, Part II: Recommendations on Educational Components; Under the Student Desegregation Plan for the Chicago Public Schools.
PUB DATE- Apr 91
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advisory Committees; Annual Reports; Desegregation Effects; Desegregation Methods; *Desegregation Plans; Elementary Secondary Education; *Guidelines; Limited English Speaking; Needs Assessment; *Planning Commissions; *School Desegregation; School Districts; *Urban Schools
IDENTIFIERS- *Chicago Public Schools IL

This document presents the formal response to the 1989-90 Annual Desegregation Review Part II of the Chicago (Illinois) Public Schools. The Commission found that although progress was made toward goals for the school system, more progress is needed. The Commission made the following recommendations: (1) include summary-form numerical data concerning the Chicago Effective Schools Project; (2) include data on the disparities affecting minority students in racially identifiable schools and report on the degree to which those disparities have been eliminated by educational components; (3) study the feasibility of establishing gifted and talented programs for limited English proficient students; (4) use this document to establish the degree to which the curriculum and instruction educational component has attained its three-part goal; (5) report the attainment associated with the eight recommendations in the Consent Decree; (6) answer inquiries of the high school leadership educational component; (7) complete a plan for the Commission's review that details steps and resources for field-testing the Spanish version of the PAL; (8) include data that documents whether or not the Uniform Discipline Code is being well implemented; (9) publish a comprehensive formative and summative evaluation design; and (10) make a sincere effort to include more data in the 1990-91 report. (JB)

ED 340 820 UD 028 499

Davidson, Mary E.
Monitoring Commission for Desegregation Implementation Response to the Annual Desegregation Review, 1988-89, Part I, Volume Two: Systemwide Strategies To Relieve Overcrowding; under the Student Desegregation Plan for the Chicago Public Schools.
PUB DATE- Apr 91
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advisory Committees; Annual Reports; *Attendance Patterns; Class Size; *Crowding; Elementary Secondary Education; *Guidelines; Needs Assessment; *Planning Commissions; Residence Requirements; School Demography; *School Desegregation; School Districts; *Urban Schools
IDENTIFIERS- *Chicago Public Schools IL

This document presents the formal response to the Chicago (Illinois) Board of Education's annual review of desegregation efforts for 1988-89, which addresses strategies to relieve overcrowding. The Commission found that the document is substantial and detailed in nearly all respects, overcrowded schools should stop permitting students who are out-of-attendance area residents to transfer to these schools, and

Opportunities; *School Support; *Statistical Data; Tables (Data); Taxes; Trend Analysis

This report attempts to provide a comprehensive picture of total federal financial support for education since fiscal year 1980 when the United States Department of Education became a separate agency. To the extent possible, outlays, rather than obligations, are used. Education is grouped into three categories: (1) on-budget federal support; (2) non-federal funds generated by federal programs; and (3) federal tax expenditures. Current and constant dollar comparisons are used, based on the government's composite deflator. In fiscal year (FY) 1991, federal support for education, excluding estimated federal tax expenditures (revenues foregone by the government through allowable tax deductions), was an estimated 66.5 billion dollars, an increase of 70% since FY 1980. About 61% of this support went to educational institutions. However, schools and colleges derive only about 10% of their support from the Federal Government, a decline from the 14% of 1980. Between FY 1980 and FY 1991, after adjustment for inflation, federal program funds for elementary and secondary education declined by 7% and funds for postsecondary education declined by 23%. Funds for "other education" (such as libraries and museums) increased by 45% and funds for research increased by 35%. Fifteen data tables and four illustrative graphs are provided. A section on sources and methodology explains the production of the report, and another section provides definitions of relevant terms. Six appended tables provide supplemental information. (SLD)

ED 340 750 TM 017 840

McMillen, Marilyn M.; Benson, Peter
Diversity of Private Schools. Technical Report.
PUB DATE- Dec 91
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classification; Elementary Secondary Education; Multivariate Analysis; *National Surveys; Parochial Schools; Private Education; *Private Schools; *School Statistics; School Surveys; Special Education; Tables (Data)
IDENTIFIERS- *Diversity (Institutional); *Schools and Staffing Survey (NCES)

There has been concern in the private school research community that private school diversity is not captured by the three divisions of Catholic, other religious, and non-sectarian. Data from the 1987-88 Schools and Staffing Survey (SASS) are used in this analysis to operationalize a typology that further subdivides each group into the following three categories: (1) Catholic--parochial, diocesan, and private; (2) other religious--conservative, affiliated, and unaffiliated; and (3) non-sectarian regular, special emphasis, and special education. Data categorized with this nine-group typology were then analyzed in the context of a set of objective measures in an evaluation of the effectiveness of the new typology in discriminating statistically between school types. Multivariate analysis of variance confirmed that the original groups are statistically distinct and that there are differences among them within each of the original groups. Detailed examination of the objective measures contributed to differences observed between groups. The nine groups appear to be conceptually and statistically distinct and useful for future studies of the

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Cognitive Measurement; Communication Skills; *Critical Thinking; *Educational Assessment; *Evaluation Methods; Evaluation Problems; Higher Education; *Literacy; Reading Comprehension; *Thinking Skills; Writing Evaluation
IDENTIFIERS- *Higher Order Learning; *National Education Goals 1990

Assessment of higher order literacy skills encounters three initial problems aside from assessment methods: (1) definition of literacy; (2) range of skills to assess; and (3) whether or not higher order literacy can be assessed independently of a particular content area. Regardless of definitions, the general performance areas to be covered must be decided. Issues to be resolved are the question of how many lower-level literacy skills to include in a higher-level assessment and the degree to which a pure literacy assessment can be separated from any particular content. The cognitive base for assessment of adult literacy is thin, and that dealing with higher-level skills is almost non-existent. In the future, text-based tasks might be developed from analyses of basic reading comprehension processes. These tasks might be aligned with the Delphi classification of core critical thinking skills. To be compatible with the basic directions of critical thinking and communications research, it is suggested that literacy assessment be built around a definition of human expertise, confined primarily to reading and writing, and integrated with content-area assessments, at least for areas where text-based information must be integrated with information previously acquired. Three figures illustrate the discussion, and a 52-item list of references is included. Reviews by R. Calfee, M. A. Miller, and M. Scriven of this position paper are provided. (SLD)

ED 340 767 TM 018 023

White, Edward M.
Assessing Higher Order Thinking and Communication Skills in College Graduates through Writing.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 44p.; Commissioned paper prepared for a workshop on Assessing Higher Order Thinking & Communication Skills in College Graduates (Washington, DC, November 17-19, 1991), in support of National Education Goal V, Objective 5. For other workshop papers, see TM 018 009-024.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Measurement; *Communication Skills; Critical Thinking; *Educational Assessment; Essay Tests; Evaluation Methods; Higher Education; Multiple Choice Tests; National Programs; *Portfolios (Background Materials); Problem Solving; Test Bias; *Testing Problems; Test Reliability; Test Validity; *Thinking Skills; Writing (Composition); *Writing Evaluation
IDENTIFIERS- *National Education Goals 1990; Performance Based Evaluation

Writing encompasses a wide range of skills, from the mechanics of punctuation and spelling to the systematic or even creative development of ideas. The higher order skills of communication had no health insurance. Medicaid now assists less than 40 percent of America's poor and only half of America's poor children. The costs of prenatal care can be as little as $400 per mother; the lifetime costs of caring for a low birthweight infant can reach $400,000. The following recommendations are offered: (1) universal access to early maternal and pediatric care; all workplace health insurance coverage that includes maternity and infant care; government responsibility for those who lack insurance or are unable to pay; and (2) a sustained, broadbased effort to make the health and well-being of mothers and infants a national priority. Strategies for the public and private sectors, communities, and the government are offered. Illustrations accompany the text; a list of references is included. The appendix to this report contains: (1) results of a survey designed to elicit priority recommendations from recognized experts for reducing infant mortality in the U.S.; (2) a paper entitled "A History of Federal Initiatives To Reduce Infant Mortality"; and (3) a series of issue briefs on such topics as: low birthweight; postneonatal mortality; prenatal care; the financing of maternal and infant care; the Special Supplemental Food Program for Women, Infants, and Children (WIC); minority populations; and adolescent pregnancy. The second attachment to the document consists of testomonies on the role of government in reducing infant mortality. Two separate panels were heard. On panel 1, "Setting a National Policy Agenda for Mothers and Infants," the witnesses, all highly placed government officials, described why and how they made infant mortality and maternal and child health policy priorities and offered recommendations for a national policy. On panel 2, "Federal, State, and Local Leadership in Reducing Infant Mortality," administrators from all three governmental levels as well as other expert witnesses discussed issues of intergovernmental and interagency relationships regarding health and education programs and suggested possible solutions. (AA)

ED 340 784 UD 026 985

Community Briefs. Community Development Volunteer Education Workplace Programs.
PUB DATE- 89
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Organizations; Career Awareness; *Citizen Participation; *Community Development; *Community Involvement; Elementary Secondary Education; Mentors; *Minority Groups; Program Descriptions; Program Guides; *Public Service; *Volunteers; Work Study Programs
IDENTIFIERS- Business Role; *Community Service; Employee Participation; Partnerships in Education

This collection of briefs comprises a guide to minority-activity planning designed by the Steering Committee for Minority Communications of the Westinghouse Foundation. They are intended to further the following Westinghouse goals: (1) to encourage youth to pursue careers in technology; (2) to develop strong links with the minority community; (3) to publicize Westinghouse commitment; and (4) to counsel management on minority issues. Each brief includes some of the following elements: (1) success stories; (2) getting started; (3)

of the evaluation of the 1990 Summer Science, Mathematics, and Technology Institute. Completion rates and testing results indicate that this program made a significant contribution in preparing students for more advanced college-level mathematics and science courses. The high completion rates especially attest to its effectiveness. Included are 12 graphs, two data tables, and six references. (JB)

ED 340 802 UD 028 472

Twillie, Less Doll; And Others
Attitudes of Parents and Teachers toward Improving Academic Achievement in Inner-City Schools.
PUB DATE- Nov 91
NOTE- 29p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (20th, Lexington, KY, November 13-16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Attitude Change; Attitude Measures; Educational Improvement; Elementary Education; Elementary School Teachers; English Instruction; *Inner City; Mathematics Instruction; *Parent Attitudes; Parent Participation; *Teacher Attitudes; *Urban Schools
IDENTIFIERS- *Memphis City Schools TN

This monograph studies the relationship between parental attitudes and student achievement in inner-city schools, and compares parental and teacher attitudes regarding parental involvement in elementary education. Seventy-one teachers from two inner-city elementary schools in Memphis (Tennessee) and 30 parents of students from one school responded to a parent-teacher attitudinal questionnaire. Parental attitude changes as a result of a treatment designed to increase parent participation in the schools are measured for a subgroup of 13 parents before and after their children were taught English and mathematics. Both teachers and parents believe that teachers want parental involvement in education. Teachers rated parents' educational expectations and parents' ability to communicate these expectations to their children significantly lower than parents did, suggesting that teachers feel parents do not provide enough encouragement. There is a relatively low correlation between student gains in English and mathematics and parental attitude changes, indicating that the relationship between these factors is not significant. The study suggests that teachers and parents might benefit from training to enhance understanding and parental involvement. Statistical data are provided in four tables. Seven references are listed. An appendix contains the questionnaire answered by teachers and parents. (SLD)

ED 340 803 UD 028 473

New Horizons Program, Planning/Evaluation Report for 1990-91.
PUB DATE- Sep 91
NOTE- 62p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Attendance; Career Education; *Dropout Prevention; Educational Counseling; Education Work Relationship; *High Risk Students; Intermediate Grades; Middle

there is some inconsistency in the content of the report for two schools. The following three areas of concern were noted: (1) for 36 of the 67 overcrowded schools, it was recommended that students attending these schools from outside the attendance area be given options to remain at their current overcrowded school or transfer; however, even if all these students did transfer, the school would still be overcrowded; (2) Marti Bilingual, an overcrowded magnet school, should be closely monitored; and (3) the document's matter of fact tone is problematic and numerical goals to address overcrowding should be set for 1994-95. Data are provided in three tables. (JB)

ED 340 821 UD 028 502

Roberts, Paula
Turning Promises into Realities: A Guide to Implementing the Child Support Provisions of the Family Support Act of 1988. Second Edition.
SPONS. AGENCY- Foundation for Child Development, New York, N.Y.
PUB DATE- Oct 91
NOTE- 81p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Role; *Child Support; *Federal Legislation; Federal Programs; Federal State Relationship; *Government Role; One Parent Family; Parent Responsibility; Policy Formation; *Program Implementation; State Government; *State Programs
IDENTIFIERS- *Family Support Act 1988; Paternity Establishment; *Social Security Act Title IV D

This manual for state agencies suggests law and policy changes that meet the new Federal requirements under Title I of the Family Support Act, passed in 1988 and the Title IV-D of the 1974 Social Security Act, both of which enable states to act to locate parents and enforce child support orders. Chapter 1 of this report is the introduction. Chapters 2 through 9 treat key aspects of the new federal law or changes in the existing law with further discussion of the implications for state policy and recommendations for implementation. These chapters include the following: "The State's Child Support Program: Time Frames, Staffing, Automation"; "Parent Locate Services"; "Establishing Paternity"; "Establishing and Modifying Support Orders"; "Enforcing Support Orders"; "Distribution of Support Collections"; "Medical Support Enforcement"; and "Child Support and Work and Training Programs." Chapter 10, "Looking to the Future: Child Support as an Anti-Poverty Strategy," discusses child support policies and their possible role as part of statewide anti-poverty strategies. Appended are a list of states ranked by grade, grades assigned by states, a list by state giving paternity establishment baseline percentages as of 1988, sources of information on guidelines development, and a cross-reference chart of the child support provisions of the Family Support Act of 1988. (JB) diversity of the private school population. Seven tables present data from the analyses, and an eight-item list of references is included. Technical notes highlight sample selection, data collection, questionnaire and item response rates, effects of item non-response, standard errors, multivariate analysis of variance, and definitions associated with SASS. (SLD)

ED 340 751 TM 017 841

Owen, Eugene H., Comp.
Trends in Academic Progress. Achievement of American Students in Science, 1970-90, Mathematics, 1973-90, Reading, 1971-90, and Writing, 1984-90. Data Summary.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 30 Sep 91
NOTE- 35p.; For the full report of which this document is a summary, see ED 338 720.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Black Students; Demography; Educational History; *Educational Trends; Elementary Secondary Education; Ethnic Groups; Geographic Regions; Graphs; Hispanic Americans; *Mathematics Achievement; National Surveys; Racial Differences; *Reading Achievement; Sex Differences; Statistical Data; Trend Analysis; White Students; *Writing Achievement
IDENTIFIERS- *National Assessment of Educational Progress; *Science Achievement; United States

This report summarizes data from the National Assessment of Educational Progress (NAEP), which has been monitoring the scholastic achievement of America's 9-, 13-, and 17-year-olds since 1969. The 1990 NAEP trend data provide several ways of describing changes in student achievement in each curriculum area. For science, mathematics, and reading, the NAEP has used proficiency scales developed through item response theory to summarize student achievement across questions and to give a basis for describing overall student achievement in each area. Trends are presented for science, mathematics, reading, and writing overall, and for the following demographic subpopulations: (1) racial and ethnic groups (White, Black, and Hispanic American students); (2) gender; and (3) region (Northeast, Southeast, Central, and West). Trends in percentages of student at or above proficiency levels are summarized for five levels for each subject area. Comparative statistics are provided for selected NAEPs between 1970 and 1990. Thirteen figures show trends for the subject areas in graph form. (SLD)

ED 340 752 TM 017 842

Assessing College Outcomes: What State Leaders Need To Know.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

necessarily involve critical thinking and problem solving, and an assessment of the writing of advanced students will be able to encompass these other higher order skills. Three methods of assessing writing now exist: (1) multiple-choice tests; (2) essay examinations; and (3) portfolio assessments. The multiple-choice tests are not valid for many higher order skills, have a damaging effect on instruction, and are associated with racial and ethnic bias. The essay examinations have increased validity, though problematic reliability; are less damaging to instruction; and have been shown to be more fair to minorities. Portfolio assessment has the highest potential validity and the most positive effects on instruction. Although portfolio assessment poses problems in cost and reliability, it promises the most benefits to instruction and the most valid measurement of higher order skills. Any national assessment of writing should be principally or wholly a portfolio assessment. A 12-item list of references is included. Reviews by L. Boehm, J. Chaffee, and P. A. Facione of this position paper are included. (Author/SLD)

ED 340 768 TM 018 024

Scriven, Michael
Multiple-Rating Items.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 5 Dec 91
NOTE- 14p.; Commissioned paper prepared for a workshop on Assessing Higher Order Thinking & Communication Skills in College Graduates (Washington, DC, November 17-19, 1991), in support of National Education Goal V, Objective 5. For other workshop papers, see TM 018 009-023.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; Essay Tests; Higher Education; Multiple Choice Tests; Occupational Tests; *Rating Scales; Scoring; *Student Evaluation; Test Construction; *Testing Problems; Test Items
IDENTIFIERS- *Multiple Rating Items

An alternative to multiple-choice testing is suggested for educational assessment. The use of what is called "multiple-rating items" is proposed. A multiple-rating item calls for the examinee to rate all of a set of things instead of picking one as with a multiple-choice item. The respondent has to provide a specific rating of each entry. Such items make it possible to retain the advantages of multiple-choice items (simplicity and reliability of scoring and comprehensive coverage), while avoiding most of their weaknesses. Multiple-rating items are faster to compose than good multiple-choice items and as fast as essay items if the time for composing a scoring sheet is included. They are easy to mark and can be machine-scored. Multiple-rating items do require that one learn how to construct and mark them; they are still a something of a novelty. Advantages include exceptional suitability for job-relevant training of teachers, researchers, and many other professionals; testing trans-curriculum skills; and moving students to the metacognitive level of learning how to evaluate their own work. It is suggested that most choice items beyond tests of rote knowledge and simple discrimination skills should be converted into or replaced by multiple-rating items. (SLD)

ED 340 769 TM 018 025

resources/costs; (4) planning; (5) implementation; and (6) conclusion/follow-up. The collection is divided into four sections. Section 1, "Community Development Programs," contains the briefs, "Community Partnering" and "Minority Organizations." Section 2, "Volunteer Programs," contains the briefs, "Community Volunteers Program" and "Award of Excellence Program." Section 3, "Education Programs," includes the following briefs: (1) "Career Conference"; (2) "Minority Spokespersons and Community Ambassadors Program"; (3) "Community Ambassadors Training Program"; (4) "Community Ambassador Program Update"; (5) "Partnerships in Education Program"; (6) "Work-Study Programs"; and (7) "Print Campaigns." Section 4, "Workplace Programs," includes the following briefs: (1) "Minority Vendors Program"; (2) "Minority Recruiting Program"; and (3) "Mentoring Programs." A table, correlating social problems/needs, sources of information, and suggested indicators of problems/needs, and a community involvement matrix, correlating community concerns and types of agencies/organizations most frequently involved, are also included. (AF)

ED 340 785 UD 027 326

Data Archive on Adolescent Pregnancy and Pregnancy Prevention (DAAPPP). Catalog of Products.
PUB DATE- Oct 89
NOTE- 80p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Numerical/Quantitative Data (110)
DESCRIPTORS- Abortions; *Adolescents; Adoption; Census Figures; Contraception; Databases; Early Parenthood; *Family Planning; *Females; *Full Text Databases; *Health; *Pregnancy; Premature Infants; Prenatal Influences; Sexuality; Surveys; Unwed Mothers

This catalog of products from the Data Archive on Adolescent Pregnancy and Pregnancy Prevention (DAAPPP) contains a list of DAAPPP social science Data Sets on topics related to teenage pregnancy and family planning. Each Data Set listing contains the following information: (1) name of study or program; (2) name of investigator or sponsoring agency; (3) description of study or program; and (4) price of available materials. Each Data Set is for sale and comes with a raw data file, a separate SPSS program statement file, and a user's guide. The archive provides easy access to a large-scale database on sexuality, health, and adolescence. Section 1 is an introduction to DAAPPP. Section 2 lists the members of the DAAPPP advisory panel. Section 3 contains the following lists of Data Sets: (1) "Comprehensive Archive and Related Products"; (2) "Index of Data Sets by Original Investigator"; and (3) "Index of Data Sets by Key Word." Section 4 contains a listing of the National Archive on Sexuality, Health and Adolescence (NATASHA), which is the CD-ROM version of the DAAPPP. Section 5 contains a list of special products related to teen pregnancy. Section 6 contains a list of products related to health promotion. Section 7 contains an order form. (JS)

ED 340 786 UD 027 538

Dewart, Janet, Ed.
The State of Black America 1990.
PUB DATE- Jan 90
NOTE- 336p.; For 1989 edition, see ED 331 897.
LANGUAGE- English

Schools; *Potential Dropouts; Program Evaluation; Relevance (Education); School Districts; Secondary Education; *Urban Youth; *Work Experience Programs; *Youth Employment
IDENTIFIERS- *Des Moines Public Schools IA

The New Horizons Program provides supportive services such as counseling, attendance monitoring, career-related instruction, and work experience to dropout-prone students and their families in order to improve students' academic achievement and increase their graduation rate. Work experience, a major component of the program, helps students focus on learning for a purpose so that they see the relevance of education. Services of New Horizons encourage and motivate approximately 1,400 students in Des Moines (Iowa) to stay in school and improve attendance and achievement. Program components include the following: (1) work experience and supportive services; (2) a home remodeling project; (3) a handyman and chore service; (4) a dropout-outreach project; (5) a private sector focus project; (6) an apprenticeship project; (7) a dropout demonstration project/computer laboratory component; (8) a dropout demonstration project/School within a School work experience component; and (9) a summer youth employment project. The program has been successful for 23 years and continues to prove its worth in holding attendance rates up and keeping dropout rates down. Future plans are summarized. Evaluation results are provided in 4 figures and 10 tables. A nine-page table summarizes selected program objectives. (SLD)

ED 340 804 UD 028 474

SUCCESS Program, Planning/Evaluation Report for 1990-91.
PUB DATE- Sep 91
NOTE- 55p.; Appendix A, "Individual Services 1990-91" will not reproduce clearly due to broken print. Appendix F, "Case Management Summary" is not included.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Community Resources; *Delivery Systems; Dropout Prevention; Elementary Secondary Education; Family School Relationship; *High Risk Students; *Human Services; Integrated Activities; Program Evaluation; Public Schools; Referral; School Districts; *School Role; Student Problems; Urban Problems
IDENTIFIERS- Case Management; *Des Moines Public Schools IA; *Project SUCCESS

The SUCCESS program of the Des Moines (Iowa) public schools serves children, youth, and families experiencing conditions that put them at risk of not achieving the goals of their educational programs or thriving in their families or communities. SUCCESS integrates community resources within the school system in family resource centers. The following innovative strategies distinguish SUCCESS from other school district programs: (1) case management for families; (2) human services staff located in the schools; and (3) referral to outside agencies and intensive follow-up. Services were offered for the first time in the fall of 1990. Approximately 270 children and youth and their families have benefitted. This document represents the first formal evaluation of services and outcomes. Students who received case management services made progress in the following areas: (1) attendance; (2) grade point averages; (3) reduced suspensions; (4) re-enrollment of dropouts; (5) participation in extracurricular activities; and (6) family environments. Students and parents had positive reactions and generally perceived that services have been

DESCRIPTORS- *Academic Achievement; *Administrator Role; College Students; *Educational Assessment; Educational History; Educational Improvement; Evaluation Methods; Higher Education; Legislators; *Outcomes of Education; *Policy Formation; State Legislation; *State Officials; State Programs; Student Evaluation; Trend Analysis
IDENTIFIERS- Question and Answer Exercises

Difficulties and rewards in using state assessment policy to benefit both students and the state are reviewed. The questions examined in this guide will help state policy makers know the questions they should ask about whether, what, and how well students are learning. Questions were developed from four seminars in 1989, 1990, and 1991 on assessment and undergraduate education sponsored by the Education Commission of the States in cooperation with the National Governors' Association and supported by the Fund for Improvement of Postsecondary Education. The first section, "Importance," describes the history behind the current assessment movement and its significance. The second section, "Trends," examines state and campus assessment trends and how events have shaped what has happened in education. The third section, "Policy Development," summarizes lessons learned from state and college involvement in assessment. The fourth section, "Improvement of Undergraduate Education," discusses how to use results to ensure that assessment leads to improvement. Five resources for additional information are listed. (SLD)

Testing in American Schools: Asking the Right Questions. Summary.
PUB DATE- Feb 92
NOTE- 52p.; For related documents, see TM 018 026-038.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Tests; *Educational Assessment; Educational Policy; Educational Technology; Elementary Secondary Education; Government Role; *National Programs; Policy Formation; *Standardized Tests; Testing Problems; Testing Programs; *Test Use
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; National Assessment of Educational Progress; United States

This report is aimed at helping Congress: (1) better understand the functions, history, capabilities, limitations, uses, and misuses of educational tests; (2) learn more about the promises and pitfalls of new assessment methods and technologies; and (3) identify and weigh policy options affecting educational policy. To prepare this report, the Office of Technology Assessment (OTA) examined technological and institutional aspects of educational testing. This summary and policy chapter synthesizes the OTA's findings and outlines options for congressional action. The analysis and discussion are framed in terms of the functions of testing. The OTA concludes that examining the capability of various tests to meet specific objectives is the necessary first step in resolving the controversy over testing in American schools. Proposals now before Congress could fundamentally alter testing in American education. Three such issues are: (1) proposals for national testing; (2) changes to the National Assessment of Educational Progress; and (3) revisions to the Chapter 1 provisions for educationally disadvantaged children. Recommendations on these issues are summarized. The discussion is supplemented by eight sidebars (Boxes A through H) highlighting specific testing issues. Three figures and six photographs are included. (SLD)

EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Community; *Blacks; Civil Rights; *Economic Status; Educational Needs; Family Problems; *Federal Programs; Health Needs; Housing Needs; Individual Needs; Public Policy; *Quality of Life; *Racial Discrimination
IDENTIFIERS- *African Americans

This report, the 15th in a series, contains papers by 10 outstanding scholars concerning the state of black America in 1990; it concludes that while many African Americans have made significant economic and political gains, half of the black population is still mired in poverty, joblessness, and hardship caused by racial discrimination. The convergence of such factors as the end of the Cold War, the realignment of the global economy, and the changing demographics of the nation's work force have created conditions in which the moral imperative to close the racial gap is also an economic imperative. Racial parity should be the national goal for the next decade, including dismantling remaining discriminatory barriers and investing in programs that help make people independent earners in a high technology economy. The 10 papers, which are preceded by brief biographies of the contributors and by an introductory overview, "Black America, 1989," by National Urban League president John E. Jacob, are as follows: "Black Americans and the Courts: Has the Clock Been Turned Back Permanently? (Julius L. Chambers); "Economic Status of Black Americans During the 1980s: A Decade of Limited Progress" (David H. Swinton); "Budget and Tax Strategy: Implications for Blacks" (Lenneal J. Henderson); "Housing Opportunity: A Dream Deferred" (Philip L. Clay); "Understanding African-American Family Diversity" (Andrew Billingsley); "The Rewards of Daring and the Ambiguity of Power: Perspectives on the Wilder Election of 1989" (Matthew Holden, Jr.); "Health Status of Black Americans" (LaSalle D. Leffall); "Preventing Black Homicide" (Carl C. Bell with Esther J. Jenkins); "Television Advertising and Its Impact on Black Americans" (Gene S. Robinson); and "Toward an African-American Agenda: An Inward Look" (Ramona H. Edelin). Policy recommendations are suggested in a wide range of areas in a concluding section. Statistical data are included on housing; (9) the drug epidemic; (10) universal health care plan; and (11) the liberation of South Africa. Statistical data are included on 42 tables. Three reports on early parenthood, unemployment, and school improvement, a chronology of events in 1989, and a list of 405 notes and references are appended. (FMW)

helpful. Further plans for SUCCESS include establishment of realistic criterion levels for judging program outcomes, as well as specific goals for implementation. Data from the evaluation are provided in six tables and five figures. Six appendices contain an individual services report and surveys used in program operation. (SLD)

ED 340 805 UD 028 476

Garlington, Jocelyn A.
Helping Dreams Survive: The Story of a Project Involving African-American Families in the Education of Their Children.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.; Lilly Endowment, Inc., Indianapolis, Ind.; Prudential Foundation, Newark, N.J.
PUB DATE- 91
NOTE- 164p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Child Advocacy; *Dropout Prevention; *Economically Disadvantaged; Grade 6; High Risk Students; Intermediate Grades; Junior High Schools; *Junior High School Students; Middle Schools; *Parent Participation; Parent School Relationship; Potential Dropouts; Program Evaluation; *Urban Schools
IDENTIFIERS- *African Americans; *Baltimore City Public Schools MD; Middle School Students

This document describes the With and For Parents program, a dropout prevention program focusing on parent involvement. Although not a conventional guidebook, this document can serve as a guide to the world of the urban disadvantaged through its recollection of program experiences. With and For Parents began in 1987 with 156 families of incoming sixth graders at the Harlem Park Middle School in Baltimore (Maryland). A matched control group (n=151) was selected. Experimental and control groups were followed for 3 years, to high school matriculation. Throughout the program, special care was taken to give parents information about the consequences of students' dropping out. At the end of the study period, 109 students from the experimental group were still in the Baltimore schools, while only 80 of the 151 in the control group were still being followed. Overall improvements were not apparent for attendance and academic achievement, but many individual improvements were attributable to program interventions. Many successes were apparent in convincing parents that they had rights in negotiating with the schools. With and For Parents was instrumental in strengthening the school Parents' Club, and program staff participated in approximately 200 school problem resolutions. Overall, With and For parents demonstrated the potential of low-income parents for participation in their children's education. Statistical data are provided in five tables. Eight figures and selected photographs are included. (SLD)

ED 340 806 UD 028 478

Burke, Art
Portfolios in Chapter 1 Evaluation and Program Improvement.
PUB DATE- Oct 91
NOTE- 19p.; Paper presented at the Annual Meeting of the Oregon Educational Research Association (Portland, OR, October 10-11, 1991).

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